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ABSTRACT

The learning activity package is central to successful individualized instruction. This prescription for a unit of work contains a statement of learning objectives, a sequence of learning activities, and provisions for evaluating learning outcomes. To offset deficiencies found in most prescriptions of learning activities, guidelines for writing clear and concise learning activity packages are presented. Discussions on the learning package on alternatives to the traditional graded school are included, as well as student comments and evaluation on alternatives to the traditional graded school. Also included is a discussion on the advantages and difficulties of competency based education. (JD)

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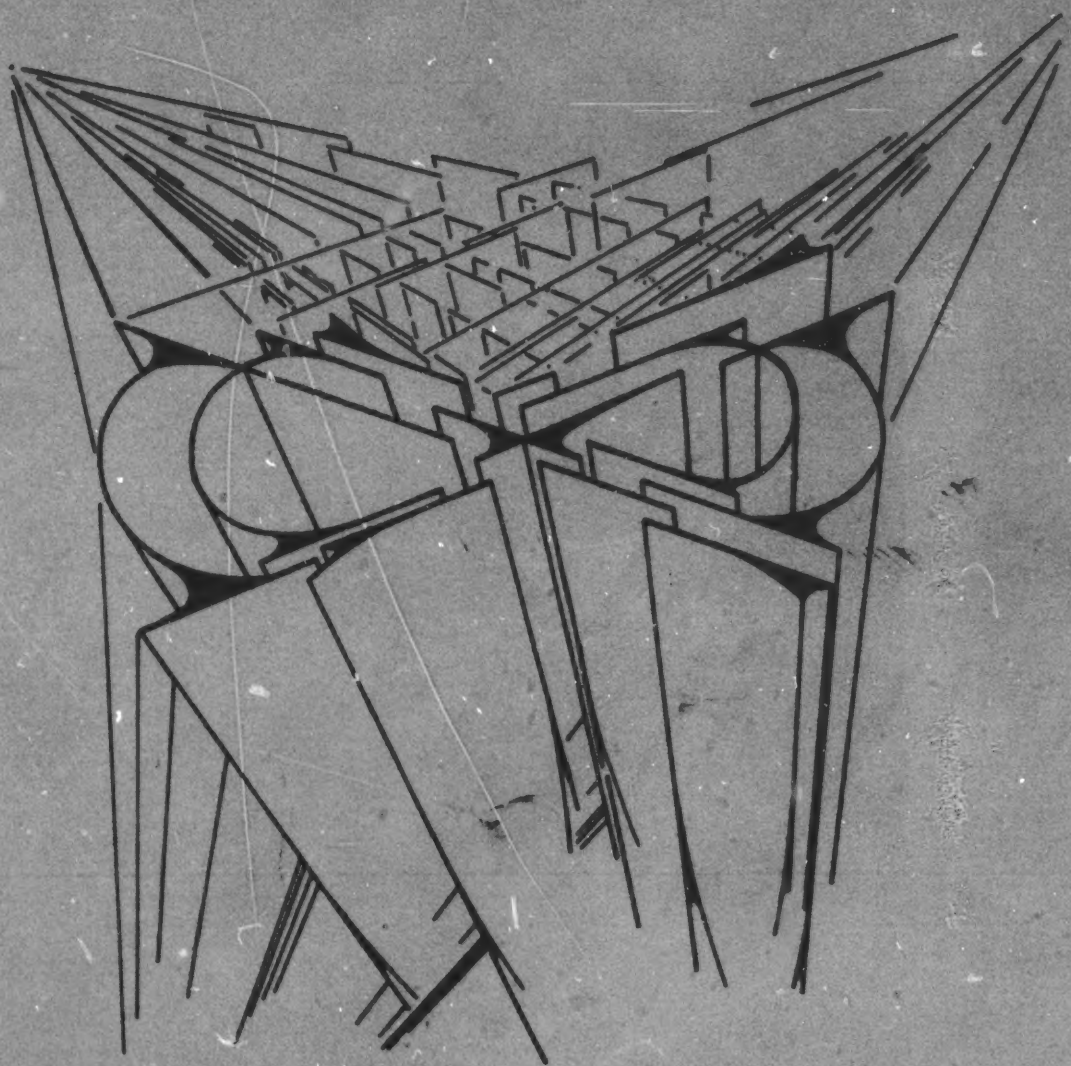
A SYSTEMS APPROACH

To Individualized Instruction and Competency Based Teaching



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PREFACE

A systems approach enabled man to combine his scientific and technical knowledge to get to the moon. Large businesses and industries have used this approach to improve enormously the productive efficiency of their operations. Think of its potential for improving the efficiency of the educative process! The high cost of public education combined with the curriculum revisions resulting from the knowledge explosion have precipitated a clear demand for such an innovation.

The learning activity package encompasses the most systematic approach to the individualization of instruction yet developed. Its implementation requires the preparation or purchase by the teacher of a written prescription for a unit of work which is appropriate for the pupils whom he teaches. He lays before his students a small booklet containing a clear written statement of objectives defining precisely what it is that he wants them to accomplish in performance terms. All the other elements of instruction are presented in such a way that they are interrelated and directed to achieving these objectives. This represents the essence of a systematic approach to instruction.

The four basic elements of a learning package are

contained in its statement of objectives, pre-test, learning activities, and post-test. The objectives provide the organizing element around which all the other curriculum decisions are made. The pre-test enables the student to determine the extent of his prior mastery of the objectives. The post-test enables the pupil to determine whether or not the desired degree of mastery of the objectives has taken place. These elements provide for the implementation of the basic processes involved in the individualization of instruction. The pre-test makes provision for diagnosis; the learning activities specify an appropriate prescription; and the post test provides for evaluation.

Quality is built in to this approach. A teacher's total plan for instruction is committed to paper for the use of his students and also for the perusal of his fellow teachers and interested members of the general public. The public scrutiny implicit in this approach causes the teacher to ponder carefully the quality and appropriateness of each element of his instructional package. In the past a great deal of poor instruction has been the result of poor planning. This approach guarantees that quality short and long range planning will be built into the instructional program.

Advantages for the Pupil

From the point of view of the pupil, this approach has many advantages. He knows exactly what he is to accomplish. In fact, surveys of students subjected to this approach have shown repeatedly that they perceive knowledge of what is expected of them to be the major advantage of the learning package. One student summed up the feelings of his group with this statement, "Finally, we know exactly what the teacher wants."

Pupil interest is enhanced through the prescription of a variety of materials or media. The student can work at his own achievement level, at his own pace, and according to his peculiar learning style. He ceases to be a passive recipient of knowledge. He has become instead a very active participant in the learning process. He likes the variety of activities that this approach brings. He feels secure in the knowledge that he can succeed and that the whole process is designed to enable him to succeed. This use of this approach is highly motivational because interest, knowledge of results, appropriate level of difficulty, opportunity for success, and intrinsic reward are an integral part thereof. Students learn more, faster. They learn how to learn by being held responsible for their own learning.

Enhancing the Role of the Teacher

The role of the teacher is modified through the use of this approach. The learning activity package serves as a management tool which frees the teacher from many routine duties that previously took so much of his time. He spends less time disseminating information. Fewer instructions have to be given because most are written into the package. Fewer presentations of new material have to be made because more background information is now provided by other media. The teacher is freed to spend more time working with pupils individually and in small groups. A great deal more time can be devoted to evaluation, and corrective feedback can be provided on the spot. More learning difficulties can be overcome through the kind of prescriptive teaching which provides for immediate remediation. The teacher's role has become more scientific. On the basis of hard data about the achievement of his students, he acts more in the capacity of a diagnostician, a prescriber, and an evaluator of the learning process. Constant evaluative feedback is gained regarding teacher, pupil, and program.

Limitations of Current Prescriptions

A review of the kinds of learning activity packages which are widely used in the public school reveals

that the majority have certain limitations which hamper their effectiveness. These limitations are not inherent in this approach. They simply result from deficiencies in the procedure for writing these prescriptions. For the most part, these deficiencies seem to be limited to the area of prescribing learning activities. Teachers tend to do a good job of prescribing materials which are appropriate for the achievement level and learning styles of their pupils. It is in the area of prescribing activities designed to cause the students to practice the objectives that a real deficiency is apparent. In many cases no activities of this sort are specified. When they are specified, they tend either to be too broad and vague or do not require the level of intellectual skill implied by the objective. The student is left to infer what he should do from the objectives. Psychology has taught us a great deal about the learning process. The activities which the student is to perform to gain mastery of the objectives should be clearly developed and specified by the teacher to reflect sound psychological principles of learning.

Guidelines for Writing Learning Activities

To offset the deficiencies found in most prescriptions of learning activities, the following guidelines, based on sound principles of teaching and learning, should

prove to be helpful. The learning activities, which constitute the core of the learning activity package, should be designed in such a way that they provide for accommodating individual differences in achievement, and rate, style, and mode of learning. This is accomplished by providing a choice within and/or among activities.

For the sake of clarity activities will be divided into three categories:

1) Type One involves obtaining the necessary background information;

2) Type Two involves showing evidence of comprehension of the background information;

3) Type Three involves the analysis and application of knowledge in a manner appropriate to the objective.

In any one package one usually finds all three categories of activities.

Provision of Choice

Provision is made for accommodating individual differences by providing a choice within and/or among activities. Type One Activities contain two components: a choice and a requirement. The choice component is included to accommodate a reasonable range of pupil differences in achievement and learning style. This is accomplished through using a range of materials written at different levels of

difficulty and through the use of the multi-media approach. The requirement component simply states how the student is to practice the activities specified in the objective.

The following is an example of a Type One Activity: You are to do at least one of the following: Read the section on "Propaganda" in BE A BETTER READER, Book III, p. 76, or BE A BETTER READER, Book IV, pp. 115-116, or BE A BETTER READER, Book V, p. 77.[1]

and/or

Listen to Part One "Detecting Propaganda" on the cassette tape entitled PROPAGANDA. Notice how the choice is worked in to accommodate different levels of achievement. A three grade range of difference in reading difficulty exists among the three books referred to in this example. The choice between reading and listening is included to accommodate differences in learning style.

Type Two and Three Activities may or may not contain a choice element. A choice is not included in cases where there is only one appropriate way of practising the performance aspect of the objective. On the other hand, where it is possible and desirable to practice the objective in more than one way, a choice component should be included.

The following example of a Type Two Activity

should help to explain why some activities do not contain a choice element: In your notebook list the names of six techniques for detecting propaganda. In your own words write a one sentence explanation of each. This activity does not include a choice because the form of activity specified therein is regarded to be essential to the practice of the objective, and the student needs to record his response for future reference. The same situation prevails in the case of this example of a Type Three Activity: In your notebook list five situations in which Hitler used propaganda to advance his cause. Briefly explain how he used propaganda in each case.

An important consideration in developing the package is to include a range of activities that require different levels of intellectual skills and abilities so that the student not only acquires knowledge but also uses it. An appropriate range of activities should parallel the levels of intellectual outcomes that are specified in Bloom's TAXONOMY OF EDUCATIONAL OBJECTIVES.[2] Packages that are built according to this arrangement will have a variety of activities varying from very simple to highly complex. If you regard some of the higher level, more challenging objectives requiring the analysis, application, synthesis, or evaluation of knowledge to be beyond the

range of achievement of some of the students who will be using the package, you should make these objectives and the activities that correlate with them elective. This can be done by putting an asterisk in front of each and identifying this symbol to mean elective objectives and activities.

This kind of choice should also be extended to cover activities involving exercises requiring the practice of skills or the application of concepts. Additional exercises may be included to provide extra practice for those students who need further reinforcement. Only those students who need extra practice to gain mastery should be required to do these exercises. If, for example, a student is given a series of exercises requiring him to distinguish between a simple subject and a simple predicate, he should be required to do only the number of exercises necessary for him to gain mastery of this skill.

A final way in which choice may be added to the study is through the inclusion of provision for in-depth activities on an independent study basis at the end of the prescription. Students who have shown a great deal of interest in the concept under consideration and who are capable of a high degree of self direction should be given

this option. The choice of project or activities should be decided through consultation between student and teacher. It is important that the activity or project chosen should be challenging, interesting and significantly different from the kinds of activities contained in the prescription. Provision for this option might be written into the package in the following manner:

Independent Study:

> Those of you who have mastered the objectives contained in this package and who are interested in pursuing further study related to this topic before going on to another unit are to consult with your teacher. Your interests will be given prime consideration in determining the nature of the study. Additional credit will be given for the successful completion of this project.

Factors that Determine Variety and Choice

Closely allied to the concept of choice is the concept of variety. In fact, variety makes choice possible. This is provided through the use of the multi-media approach, multi-means of instruction, and a variety of modes of organization.

MULTI-MEDIA: The use of the multi-media approach is essential for accommodating individual differences in learning style and achievement. Prior to writing the prescription, you should assemble all the materials

available to you that are suitable for developing the concept for the pupils for whom the study is designed. The selective use of tapes, films, filmstrips, slides, pictures, diagrams, charts, loops, artifacts, books, and articles enables the pupil to choose to gain the necessary background information by reading, or listening, or viewing, or manipulating, or by some combination of these learning styles. Books and articles should be selected with the range of reading levels of the pupils in mind. Books should no longer be allocated by grade but by their suitability for developing a concept at a particular level. Verbal presentations should be selected with due regard for the vocabulary level of the students. Visual presentations should be selected in the light of their appropriateness for developing the concept under consideration.

The teacher also serves as a very important resource. For certain complex activities the teacher may feel he can do the best job of providing the necessary background explanation of the pertinent processes, skills, or concepts. This may be accomplished in two ways:

1) He may decide to put this explanation on tape.

2) He may request students to solicit his assistance by including a statement like this in the activity: "When you are ready to begin this activity, sign up for assistance by writing your name on the board under the heading "Help."

In this way the teacher interacts with and supplements the usage of the media.

MEANS OF LEARNING:

Prescribing appropriate means of learning is an important consideration in preparing your activities. The basic question here is how the student is to learn the desired behaviour. Every type of methodology that can be used in the traditional classroom set-up can be utilized more effectively in the learning center in which the package is used. All kinds of input activities can be included. Discussion, debating, role-playing, construction, experimentation, and field trips can be conducted. Case studies, simulation games, and academic games can be used. The teacher can make provision for the utilization of a means of methodology involving group participation by stating in the activity that when the student is ready for it, he is to sign his name on a designated sheet on the bulletin board or under an appropriate heading on the blackboard. When the student signs up, the teacher directs him to proceed with some other activity until enough pupils

are available to form a group sufficiently large to conduct the group activity in question.

Choice of method must be made on the basis of its appropriateness for achieving the objective. Methods, therefore, are never determined in isolation. The behaviour specified in the objective becomes the criteria for selection. If the behaviour lends itself to realization through more than one means, a choice of methodology may be given to the student.

After decisions have been made regarding media and means, the teacher is then in a good position to specify the mode. This refers to how the student will be organized or grouped for learning in relation to other students. Basically, there are three modes of operation:

1) The student works alone in situations where he is required to engage in writing, reading, viewing, listening, experimenting, constructing, and problem solving on an independent basis.

2) The students work in small groups which provide the kind of interaction needed for activities involving the use of academic or simulation games, discussions, role playing, or conducting field trips.

3) The pupils come together in total groups to hear reports and listen to guest speakers.

Choice of mode must always be made in terms of its effectiveness for utilizing the means of practising

the behaviour specified in the objective. It follows logically from the nature of the activities, and therefore it should not be specified until the objectives and the choice of means for achieving them have been clarified. Often the nature of the activity makes the mode self evident. For example, in the case of the activity in which the student is to list the names of six propaganda techniques and in his own words write a one sentence explanation of each, it is obvious that she should work alone. In the case where the mode is not self-evident, it should be specified.

Through the improvement of the learning activities section by the implementation of these provisions, the effect of the systematization inherent in the learning activities package approach will be maximized.

REFERENCES

1. BE A BETTER READER, Canadian Edition, Marion B. Jenkinson, Jean E. Robertson, Phyllis C. Sutherland, Prentice-Hall of Canada, Ltd., Toronto.

2. Bloom, Benjamin S., Editor, TAXONOMY OF EDUCATIONAL OBJECTIVES, David McKay Company, Inc., New York.

SECTION ONE

GUIDELINES FOR WRITING

A

LEARNING PACKAGE

PREFACE

This section is written for the sensitive teacher who, fearing that his students have become too passive, is eager to find a better way to help them become more responsible for their own learning. It is designed to help this teacher to provide instruction that is appropriate for each member of his class. It will free the teacher to spend more time working with his students. It will encourage his students to achieve the ultimate goal of education -- learning how to learn.

The vehicle that to date has proven to be most useful and effective in facilitating the individualization of instruction has been the written prescription. This section was prepared in response to the need for a more complete and precise guide for preparing written prescriptions. For the past few years I have been involved in helping teachers to individualize instruction at the classroom level. Experience to date has proven that the most effective approach, and perhaps the easiest to implement, is the use of a written prescription. Teachers find that once they define precisely what it is they want to accomplish in written terms, all the other decisions relating to individualization become easier.

They then know exactly how they will teach, what materials they will use, how to group the class for instruction, and what they need to do to transform their classes into learning centers. The organizational and instructional decisions that were previously so devilling to grapple with in isolation became almost self-evident when they are related to the use of written prescriptions. Herein lies the real advantage of the systems approach. All the elements of instruction are interrelated and directed to achieving its objectives. Treated separately, the elements of this approach are all familiar to the classroom teacher. When he realizes this, he is much braver about interrelating these elements to achieve his instructional goals. The systems approach got man to the moon. Think what its utilization can accomplish in the field of education!

The major problem that I encountered in working with teachers over the past few years was the lack of availability of well written guidelines that contained materials of sufficient substance to guide their work. On the basis of our experience in helping teachers to learn how to individualize instruction, we set out to prepare a clear and complete set of guidelines to fill this gap. To familiarize teachers with this approach,

the following section was written in the form of a learning package. My experience to date in piloting the use of this prescription has proven that it achieves amply the objectives underlying its preparation.

RATIONALE

This is a prescription for writing a learning package prepared for the utilization of beginning teachers and teachers-in-service. Specifications for writing a package are presented in detail along with the background information needed to understand them. The preparation of each part of a package according to these specifications should result in the production of a complete and correctly prepared learning package by the time you finish this prescription.

PRE-TEST

1. In the spaces provided below list the names of the five basic parts of a learning package in the order in which they should be included in the package.

(A) _____

(B) _____

(C) _____

(D) _____

(E) _____

2. In the spaces provided state three important guidelines for preparing each part of a learning package.

(A) (1) _____

_____

(2) _____

_____

(3) _____

_____

(B) (1) _____

_____

(2) _____

_____

(3) _____

_____

(C) (1) _____

_____

(2) _____

_____

(3) _____

(D) (1) _____

_____

(2) _____

_____

(3) _____

_____

(E) (1) _____

_____

(2) _____

_____

(3) _____

_____

Submit your test to your Instructor for correction.

THE NATURE OF A LEARNING PACKAGE

A learning package may be defined as a prescriptive for a unit of work which is designed to individualize instruction. It is a management tool used by the classroom teacher to facilitate instruction. It systematizes the utilization of all the materials the teacher has at his disposal to maximize his efforts to accommodate student needs. It is written by the classroom teacher for pupils. Since a copy is to be put in the hands of each pupil for whom it is appropriate, it is essential that it be written in terms that pupils understood.

In preparing a learning package, a teacher makes the same sort of decisions which he ordinarily makes in his long range unit planning and in his day-to-day lesson planning. The difference is in emphasis. In designing packages emphasis is placed on making these decisions in such a way that they result in maximizing the opportunity to accommodate pupil differences.

The effective utilization of these packages requires that classrooms be transformed into learning centers where students have free and open access to all the materials required for completing the prescription and where they may engage in a variety of learning activities as they move through the learning sequence.

The use of this kind of management tool in a learning center demands a change in the role of the teacher. The teacher's role as a disseminator of information is grossly diminished. He now operates more in the capacity of a guide and director of the learning process. He is freed to work much more closely with pupils on a one-to-one basis and on a small group basis at the times that they stand most in need of his help.

Experience to date indicates that students tend to react very positively to the utilization of this approach. They like to know the kind of work which will be expected of them over a period of time. They like to use a variety of materials. They like to be active. They like to work at a pace that is realistic for them. They like to undertake challenging intellectual activities when they know they will not be penalized academically for doing so. The use of learning packages makes all of these possible.

For further background information on the nature of a learning package, read James E. Smith's pamphlet entitled THE ACTIVITY PACKAGE.[7]

AN OVERVIEW OF THE PROCESSES INVOLVED IN PREPARING THE PARTS OF A LEARNING PACKAGE

Preparation of each of the separate parts of a learning package will be facilitated by the presentation of an overview of the processes involved in the total task and a picture of where each fits into the larger plan. You should remember that the order in which the parts are prepared is not usually the order in which they are presented. The latter item will be treated later in this prescription.

PROCESSES

The processes involved in preparing a learning package may be outlined as follows:

1. Select the concept around which the package is to be built.
2. Define the aspects of the concept to be developed or the topics through which the concept will be developed. Usually each major aspect or topic will provide the basis for determining the title of each section of the package.
3. Select the materials which are appropriate for developing the concept for the range of pupils for whom the package is designed.
4. Develop the rationale for the package.
5. Define the objectives for each section in precise behavioural terms.

6. Develop an appropriate range of pre-test items to be used to determine prior mastery of the objectives.

7. Develop the activities which will constitute the prescription for instruction for each section of the package.

8. Develop appropriate post-test items to determine the degree of mastery achieved by the students.

9. Order the parts of the package to form a unified whole.

ORDER OF PREPARATION

The parts of a learning package are not necessarily prepared in the order outlined above. Experienced package writers usually begin by selecting the concept to be developed, defining the dimensions of that concept which will be covered in the package, and then selecting a range of materials appropriate to the achievement level and learning style of the pupils for whom the package is designed. After these processes have been completed, considerable time is then spent on working on the prescription for instruction. One workable procedure is to develop the objectives and activities concurrently. Each may be used as an internal check on the quality of the other. The final stage involves the preparation of the rationale, pre-test and post-test items. It is easier to write these items last since they must correlate

carefully with the prescribed objectives and activities.

For further information on cycling the parts of a learning package, review the multi-media presentation entitled THE CONCEPT OF CONTINUOUS PROGRESS LEARNING, PART I, Educational Progress Corporation, 1971.[3]

OBJECTIVES

When you have completed this section of the prescription, you will be able to:

(1) Identify the concept around which your package is to be organized.

(2) Define and delimit those aspects of the concept which will be developed in the package.

(3) Write a title for your package that reflects adequately the dimensions of the concept which are to be developed.

(4) Define the subdivisions of your package around those aspects of the concept which are to be developed or the topics through which the concept will be developed.

CONCEPT SELECTION

DEFINING AND DELIMITING THE CONCEPT

The sheer bulk of modern knowledge makes factual coverage impossible. For subject specialists and curriculum writers concepts have become the criteria for selecting and organizing significant knowledge. From the vast amount of content available a selective sampling of significant topics and facts are chosen because of their recognized potential for illuminating a particular concept. Concepts then have become the criteria for defining and organizing the fundamentals of a discipline. This is why learning prescriptions are now organized around concepts rather than topics.

Jerome Bruner defines a concept as a category. (2:1) According to his theory, "To categorize is to render discriminably different things equivalent, to group objectives and events and people around us into classes, and to respond to them in terms of their class membership rather than their uniqueness." (2:1) London, Halifax, New York, and Vancouver, for example, all come under the category of seaport.

With this conception of the nature of a concept in mind and with your knowledge of the nature of the

subject you are teaching you are to select the concept around which your package will be built.

Since a concept is such a complex system of abstract ideas, it cannot be mastered through one unit of work. It is therefore necessary for you to define and delimit those aspects of the concept which will be developed through your package. This can be done in two ways.

One way involves defining the sub-concepts which encompass the larger concept. For example, the whole concept of group behaviour cannot be treated adequately through one package. To make this study manageable in one unit of work, it could be limited to the utilization of these four sub-concepts - norms, sanctions, values, and roles - to analyze selected instances of group behaviour.

Another way to delimit the study of a concept is to define selectively the topic and sub-topics through which it will be developed. To give an example, dictatorship is too broad a concept to be treated thoroughly in one package. However, a topic like HITLER: A CASE STUDY IN DICTATORSHIP could be handled easily in one unit of work. In this case the topic Hitler is used as a vehicle for a selective study of the nature and operation of dictatorship.

DEFINING THE TITLE OF YOUR PACKAGE

Once you have defined and delimited the concept to be developed, you are in a position to determine the title of your package. The title should reflect the manner in which the concept has been defined and delimited. The following is a list of examples of titles defined in this manner.

HITLER: A CASE STUDY IN DICTATORSHIP

THE BASIC CAUSES OF OVERPOPULATION

A COMPARATIVE STUDY OF GREAT CANADIAN POLITICAL LEADERS

A STUDY OF SELECTED ASPECTS OF THE CANADIAN FRONTIER THROUGH CANADIAN LITERATURE

DEFINING THE SECTIONS OF YOUR PACKAGE

The definition and delimitation of the concept to be developed also provides the frame of reference for determining the sections or sub-divisions of your package.

If you decided to develop the main concept through a consideration of a series or cluster of its sub-concepts, these sub-concepts could be used to define the subdivisions or sections of your package. For example, in the case of a package entitled THE BASIC CAUSES OF OVERPOPULATION, the causes could be divided into categories, each of which would form a major section of the package. Each sub-concept or category could then serve as a sub-title for each section of the package. An outline of the subdivisions of the package could look like this:

Title: THE BASIC CAUSES OF OVERPOPULATION

Section I	Economic
Section II	Geographic
Section III	Political
Section IV	Social
Section V	Cultural

On the other hand, if you choose to delimit your

concept by topics, each topic could then become a sub-division of your package. For example, in the case of a learning package entitled A COMPARATIVE STUDY OF GREAT CANADIAN POLITICAL LEADERS, a section could be devoted to the consideration of each leader selected for study, and then a final section could call for a comparative assessment of the similarities and differences in their style and quality of leadership.

The above explanation and accompanying examples make it apparent that the definition of the section or major subdivions follows logically from the approach taken to definining and delimiting the concept under consideration. Using their specification, prepare a rough draft of the outline of your package according to the following procedure:

(1) Write the name of the concept around which your package will be organized.

(2) List the sub-concepts or topics through which the main concept will be developed.

(3) Write the title of your package.

(4) List the titles of the section or main sub-divisions of your package.

Submit a copy of this rough draft to your instructor.

OBJECTIVE

When you have completed this section of the prescription, you will be able to write a rough draft of the rationale for your learning package. This rationale should clearly identify for the student the purpose of your study, and, if the study is part of a larger sequence, where it fits in this sequence. It should be approximately two paragraphs in length.

HOW TO WRITE A RATIONALE

Now that you have defined the title and main subdivision of your learning package, you are ready to write a rough draft of the rationale.

The rationale is a brief statement of the purpose of the study. It is written in such a way that it explains to the student, in terms he can understand, some of the basic reasons why he should undertake this study. This write-up reflects the teacher's conception of the three sources of educational objectives: the nature of the subject in question, the nature and needs of the student, and the nature and problems of the society in which he lives. With this frame of reference in mind, the teacher will include some basic statements about what this study will contribute to an understanding of the concept under consideration, and, in turn, the contribution that this understanding will make to the general education of the child. Reference may also be made to how this study contributes to an understanding of society or an analysis of its problems.

If this package is part of a sequence, the rationale will state where this prescription fits into the larger sequence. It will state briefly how the previous study leads up to this study, and how subsequent

studies follow from it. A good rationale is simply, briefly, and attractively written. It usually gets the message across in one or two well stated paragraphs.

Using these specifications, you are to write a rough draft of an appropriate rationale for your learning package. When you have completed the other parts of your package, you will then have the perspective needed to finalize your production.

OBJECTIVE

When you have completed this section of the prescription you will be able to write appropriate objectives for each section of your package in precise behavioural terms.

WRITING BEHAVIOURAL OBJECTIVES

Behavioural objectives, when properly stated, provide purpose and direction for the entire prescription. They tell the student exactly what he is expected to accomplish. For the teacher they provide the organizing element for the entire package. Every other part must be judged in terms of its internal consistency with the stated objectives.

A behavioural objective specifies how the student is to demonstrate that he has successfully completed a desired learning activity. All the cognitive outcomes of education can be specified in behavioural terms. Using the range of intellectual outcomes as they are outlined in Bloom's TAXONOMY OF EDUCATIONAL OBJECTIVES[1] as a guide, the teacher can define precisely what it is that he wants his students to do or accomplish. Once he has precisely determined what it is that he wants the students to achieve, he is then in a position to decide how the students are to demonstrate that they can in fact do the desired activity.

The properly stated behavioural objective that meets the condition, performance, and standard of success.

Condition: The condition aspect, as the term implies, specified the conditions under which the behaviour is to

be performed. Kibler gives the following suggestions for determining the conditions under which the student will be expected to demonstrate mastery:

> (1) Specify the information, tools, equipment, source materials and anything else which will be available to the student to help him perform the terminal behaviour required in the objectives.
>
> (2) Specify the information, tools, equipment, source materials and anything else which the student cannot use when demonstrating the terminal behaviour.
>
> (3) List as many of the actual conditions as possible under which the student might be expected to demonstrate the terminal behaviour in a real-life setting, and try to include as many of them in the objective as possible. (5:37-38)

Since all of the above are clearly specified in the prescribed activities, and since the evaluation simply calls for an alternate sampling of the student's performance of these objectives, it is recommended that in the process of developing your package, the condition aspect for all objectives be covered by the following statement, "When you have completed the activities prescribed in this section. . . ."

Performance: This aspect specified precisely how the student is to demonstrate that he has learned the desired behaviour. If, for example, in a particular section on social studies, the teacher decides that he

wants the students to know six basic techniques for detecting propaganda, he would indicate in the objective how the student is to demonstrate that he has in fact acquired this knowledge. He would therefore state the performance aspect of this objective in the following terms: you will be able to identify six basic techniques for detecting propaganda.

Standard of Success: This aspect specifies the degree of mastery which will constitute an acceptable performance on the part of the student. Many teachers prefer to omit this item from the written statement of the objective. They regard the degree of mastery to be a matter of professional judgment that will vary somewhat from case to case. This procedure enables the teacher to pay due regard to the student's achievement in the light of his prior performance.

An important thing to keep in mind in evaluating a student's performance is that if the instructional activities are appropriate, the student is capable of mastery. If the student fails to achieve mastery, the teacher should confer with him regarding his difficulties and define for him an alternate prescription to enable him to achieve mastery on the items or objectives in which he is deficient. The student should not be allowed to regard

a section to be completed until he demonstrates an appropriate level of mastery of all the required objectives contained therein.

HOW HITLER USED PROPAGANDA TO GAIN AND MAINTAIN POWER

OBJECTIVES

After completing the activities prescribed in this section, you will be able to:

(1) Identify six basic techniques used for detecting propaganda.

(2) Explain the meaning of each of the above techniques.

(3) Identify the propaganda techniques which were used by Hitler to advance his cause.

(4) Explain examples of how Hitler used these propaganda techniques.

(5) Identify five basic questions which can be used for analyzing propaganda.

(6) Use these five questions to analyze situations in which propaganda was used by Hitler to advance his cause.

You are now ready to write the behavioural objectives for the first section of your package. Before going on to write the objectives for the additional sections, you are requested to check this part of the assignment with your instructor.

If you are having difficulties in writing your objectives, it is suggested that you read one of the following:

(1) Robert Mager's PREPARING INSTRUCTIONAL OBJECTIVES.[6]

(2) Robert Kibler's BEHAVIOURAL OBJECTIVES AND INSTRUCTION.[5]

OBJECTIVE

When you have completed this section of the prescription, you will be able to write the activities which will constitute the learning prescription for each section of your package. A sufficient number of learning activities are to be included in each section to enable the student to gain mastery of its objectives.

PREPARATION OF LEARNING ACTIVITIES

THE NATURE AND PURPOSE OF THE ACTIVITIES

The activities constitute the learning prescription for your package. They prescribe precisely and clearly what the student is to do to gain mastery of the objectives. They are written as a series of directives to the student. They direct him to specific sources of needed background information. They clearly specify what the student is to do with the information or how he is to use it in order to practice the behaviour specified in the objective.

Activities usually fall into three categories:

(1) Type One involves obtaining the necessary background information.

(2) Type Two involves showing evidence of comprehension of the background information.

(3) Type Three involves the analysis, application, synthesis or evaluation of knowledge in a manner appropriate to the objective.

In any one package one usually finds all three categories of activities.

PROVISION OF CHOICE

Activities are designed in such a way that they provide for individual differences and thereby individualize instruction. Provision is made for accommodating

differences in achievement, and rate, style, and mode of learning. This is accomplished by providing a choice within and among activities.

Type One Activities contain two components: a choice and a requirment. The choice component is worked in such a way that it will accommodate a reasonable range of pupil differences in achievement and learning style. This is accomplished through using a range of materials written at different levels of difficulty and through the use of the multi-media approach. The requirement component simply states how the student is to practice the activities specified in the objective.

The following is an example of the Type One Activity: You are to do at least one of the following: Read the section on "Propaganda" in BE A BETTER READER, Book III, p. 76, or BE A BETTER READER, Book IV, pp. 115-116, or BE A BETTER READER, Book V, p. 77.[8]

and/or

Listen to Part One "Detecting Propaganda" on the cassette tape entitled PROPAGANDA. Notice how the choice is worked in to accommodate different levels of achievement. A three grade range of difference in reading difficulty exists among the three books referred to in this example. The choice between reading and listening

is included to accommodate differences in learning style.

Type Two and Three Activities may or may not contain a choice element. A choice is not included in cases where there is only one appropriate way of practising the performance aspect of the objective. On the other hand, where it is possible and desirable to practice the objective in more than one way, a choice component should be included. The following example of a Type Two Activity should help to explain why some activities do not contain a choice element: In your notebook list the names of six techniques for detecting propaganda. In your own words write a one sentence explanation of each. This activity does not include a choice because the form of activity specified therein is regarded to be essential to the practice of the objective, and the student needs to record his response for future reference. The same situation prevails in the case of this example of a Type Three Activity: In your notebook list five situations in which Hitler used propaganda to advance his cause. Briefly explain how he used propaganda in each case.

An important consideration in developing the package is to include a range of activities that require different levels of intellectual skills and abilities so

that the student not only acquires knowledge but also uses it. An appropriate range of activities should parallel the levels of intellectual outcomes that are specified in Bloom's TAXONOMY OF EDUCATIONAL OBJECTIVES.[1] Packages that are built according to this arrangement will have a variety of activities varying from very simple to highly complex. If you regard some of the higher level, more challenging objectives requiring the analysis, application or synthesis of knowledge to be beyond the range of achievement of some of the students who will be using the package, you should make these objectives and the activities that correlate with them elective. This can be done by putting an asterisk in front of each and identifying this symbol to mean elective objectives and activities.

This kind of choice should also be extended to cover activities involving exercises requiring the practice of skills or the application of concepts. Additional exercises may be included to provide extra practice for those students who need further reinforcement. Only those students who need extra practice to gain mastery should be required to do these exercises. If, for example, a student is given a series of exercises requiring him to distinguish between a simple subject and a simple predicate, he should be required to do only the number of exercises necessary

for him to gain mastery of this skill.

A final way in which choice may be added to the study is through the inclusion of provision for in-depth activities on an independent study basis at the end of the prescription. Students who have shown a great deal of interest in the concept under consideration and who are capable of a high degree of self direction should be given this option. The choice of project or activities should be decided through consultation between student and teacher. It is important that the activity or project chosen should be challenging, interesting, and significantly different from the kinds of activities contained in the prescription. Provision for this option might be written into the package in the following manner.

INDEPENDENT STUDY

Those of you who have mastered the objectives contained in this package and who are interested in pursuing further study related to this topic before going on to another unit are to consult with your teacher. Your interests will be given prime consideration in determining the nature of the study. Additional credit will be given for the successful completion of this project.

FACTORS THAT DETERMINE VARIETY AND CHOICE

Closely allied to the concept of choice is the concept of variety. In fact, variety makes choice possible. This is provided through the use of the multi-approach, multi-means of instruction, and a variety of modes of organization.

MULTI-MEDIA: The use of the multi-media approach is essential for providing for individual differences in learning style and achievement. Prior to writing the prescription, you should assemble all the materials available to you that are suitable for developing the concept for the pupils for whom the study is designed.

The selective use of tapes, films, filmstrips, slides, pictures, diagrams, charts, loops, artifacts, books, and articles enables the pupil to choose to gain the necessary background information by reading, or experimenting, or playing, or listening, or viewing, or manipulating, or by some combination of these learning styles. Books and articles should be selected with the range of reading levels of the pupils in mind. Books should no longer be allocated by grade but by their suitability for developing a concept at a particular level. Verbal presentations should be selected with due regard for the vocabulary level of the students. Visual

presentations should be selected in the light of their appropriateness for developing the concept under consideration.

The teacher also serves as a very important resource. For certain complex activities the teacher may feel he can do the best job of providing the necessary background explanation of the pertinent processes, skills, or concepts. This may be accomplished in two ways.

(1) He may decide to put his explanation on tape.

(2) He may request students to solicit his assistance by including a statement like this in the activity. "When you are ready to begin this activity, sign up for assistance by writing your name on the board under the heading 'Help.'"

In this way the teacher interacts with and supplements the usage of the media.

MEANS OF LEARNING: Prescribing appropriate means of learning is an important consideration in preparing your activities. The basic question here is how the student is to learn the desired behaviour. Every type of methodology that can be used in the traditional classroom set-up can be utilized more effectively in the learning center in which the package is used. All kinds of input activities can be included. Discussion, debating, role-playing,

construction, experimentation, and field trips can be conducted. Case studies, simulation games, and academic games can be used. The teacher can make provision for the utilization of a means or methodology involving group participation by stating in the activity that when the student is ready for it, he is to sign his name on a designated sheet on the bulletin board or under an appropriate heading on the blackboard. When he signs up, the teacher directs him to proceed with some other activity until enough pupils are available to form a group sufficiently large to conduct the group activity in question.

Choice of method must be made on the basis of its appropriateness for achieving the objective. Methods, therefore, are never determined in isolation. The behaviour specified in the objective becomes the criterion for selection. If the behaviour lends itself to realization through more than one means, a choice of methodology may be given to the student.

After decisions have been made regarding media and means, the teacher is then in a good position to specify the mode. This refers to how the student will be organized or grouped for learning in relation to other students. Basically, there are three modes of operation:

(1) The student works alone in situations where he is required to engage in writing, reading, viewing, listening, experimenting, constructing, and problem solving on an independent basis.

(2) The students work in small groups which provide the kind of interaction needed for activities involving the use of academic or simulation games, discussions, role playing, or conducting field trips.

(3) The pupils come together in total groups to hear explanations, reports and listen to guest speakers.

Choice of mode must always be made in terms of its effectiveness for utilizing the means of practising the behaviour specified in the objective. It follows logically from the nature of the activities, and therefore it should not be specified until the objectives and the choice of means for achieving them have been clarified. Often the nature of the activity makes the mode self-evident. For example, in the case of the activity in which the student is to list the names of six propaganda techniques and in his own words write a one sentence explanation of each, it is obvious that he should work alone. In the case where the mode is not self-evident, it should be specified.

Using these specifications, you are to prepare the activities for each section of your package.

If further background information is needed, read THE WRITER'S LAP.[4]

When you have completed the activities for the first section of your package submit your work to your instructor for assessment.

OBJECTIVES

When you have completed this section of your prescription, you will be able to:

(1) Write the pre-test and post-test items based on the behavioural objectives for each section of your package.

(2) Assemble these items to form the appropriate number of tests for your package.

PREPARATION OF TESTS

Testing is an essential part of your package. It is used for both diagnostic and evaluative purposes. Through testing a pupil's degree of mastery of the objectives prior to beginning the activities and subsequent to completing the activities is determined. To accomplish these purposes, two types of tests, distinguished only by their use, are included in the package: pre-test and post-test.

The procedures involved in preparing both types of tests are identical. Both are based on objectives. Since the objectives state how the student is to demonstrate mastery of the desired behaviour, the test items are developed in such a way that they simply call for a sampling of the student's performance of each behaviour. The validity of each item is determined by its appropriateness for measuring the kind of behaviour identified in the objective. A sufficiently large number of items should be included to constitute an adequate sampling of the student's performance of each objective. The correlation between objective and pre-test items is illustrated in the following example:

OBJECTIVES:

After completing the activities prescribed for this section, you will be able to:

(1) Identify six propaganda techniques.

(2) Identify examples of how Hitler used these tricks to advance his cause.

PRE-TEST:

(1) Which two of the following items are not propaganda techniques:

(a) Testimonial?

(b) Gerrymandering?

(c) Name calling?

(d) Carpetbagging?

(e) Transfer?

(2) Which two of the following items illustrates Hitler's utilization of propaganda techniques:

(a) His rejection of parental and school authority?

(b) His control of the army?

(c) His abolition of trade unions?

(d) His indoctrination of youth?

(e) His statement that the Germans are a superior race?

For the sake of efficiency, it is desirable to use short answer items in the pre-test. They lend themselves

to easy administration and easy scoring. This is an important consideration in view of the fact that the teacher must have quick access to pre-test data for diagnostic purposes. The quality of the test is in no way jeopardized by the use of short answer items. When they are developed properly according to the specifications of Bloom's TAXONOMY OF EDUCATIONAL OBJECTIVES[1] they can measure any type of cognitive outcome.

The pre-test is used for diagnostic purposes to determine the extent of prior mastery of the objectives. If the pre-test indicates that the student has prior mastery of a particular section of a learning package, he should be allowed to skip that section. If the pre-test shows that the student has prior mastery of some of the objectives on which the student demonstrates mastery or he may allow the student to do these items for review purposes. The later procedure is desirable when items test the results of activities that form part of a clearly defined learning sequence.

The package should be written or selected with due regard for significant diagnostic data pertaining to student achievement. A variety of standardized achievement tests are available for use in determining a student's level of achievement on basic concepts and skills in the

academic disciplines on the basis of clearly defined norms. To help to correlate the prescription with diagnostic data, the use of a prescriptive materials retrieval system can be very helpful in selecting material that corresponds with a student's learning deficiency or level of achievement.

The post-test is used to determine the extent of mastery of the objectives gained through the activities prescribed in the package. In other words, it is used for evaluating the success of a student's performance. If the post-test data reveals lack of mastery of certain objectives by an individual, the teacher should consult with this student on a one-to-one basis in order to help him to identify his deficiencies and to provide an additional prescription to enable him to overcome these deficiencies. This procedure is premised on the assumption that if instruction is appropriate, mastery should be expected of the student in his performance. This is the obvious way to achieve academic excellence.

Both the pre-test and the post-test may be included in the package in three different ways:

(1) One pre-test and one post-test may be prepared for the entire package. The pre-test is administered to the student before he begins the prescription and the post-test after he completed the prescribed activities.

(2) A pre-test and a post-test may be prepared for each section of the package. The pre-test is placed after the objectives for each section and the post-test after the activities.

(3) A pre-test and a post-test may be prepared for each objective or several closely related objectives. The pre-test is placed in the package directly after the objective(s) and the post-test directly follows the activities prescribed for this objective or cluster of objectives.

Some teachers prefer not to include any pre-tests or post-tests in the package proper. They keep these tests in appropriately marked files and administer them to the student on request.

While one pre-test may do the job, the use of a number of post-tests is considered to be desirable from the point of view of gaining adequate data for diagnostic and evaluative purposes. In addition, the day-to-day work the student does on the activities is usually taken into consideration in evaluating his performance.

Using the above specifications, you are to prepare the pre-test and the post-test items for your learning package. Assemble these items to form the appropriate number of pre-tests and post-tests. At this time you should also prepare an answer sheet for each test.

OBJECTIVE

When you have completed this section of your prescription, you will be able to assemble the parts of your package in a proper order to form a unified whole.

ORDERING AND ASSEMBLING THE PARTS OF A LEARNING PACKAGE

Now that you have completed the preparation of the items to be included in each section of your learning package, you are ready to order the parts and assemble them to form a unified whole.

ORDER OF PRESENTATION

There are a number of ways of ordering the parts of a package to form a unified whole. A sound order follows the same sequence as that of the processes involved in individualization of instruction. Diagnosis precedes prescription, and it in turn is followed by evaluation.

Three appropriate ways of ordering the parts of a package will be outlined here. Utilize the one which is most suitable for the kind of learning package you are developing.

One neat, concise way to lay out a package is to provide a complete prescription for each section in this order:

TITLE OF SECTION

OBJECTIVES

PRE-TEST

ACTIVITIES

POST-TEST

Some prescriptions lend themselves best to being ordered around one objective or one small cluster of objectives at a time, in much the same fashion as one would put together a single lesson plan. In this case the prescription is laid out for each objective in the following order:

TITLE OF LESSON

OBJECTIVE(S)

PRE-TEST

ACTIVITIES

POST-TEST

A third approach involves putting together to form one test all the pre-test items for the entire package. This is filed under a separate cover and administered to the student prior to beginning the package. The post-test items too are put together to form one test for the entire package or a series of tests to be administered at the end of each section of the package. The final product would then look something like this.

TITLE OF PACKAGE

RATIONALE

TITLE OF SECTION I

OBJECTIVES

ACTIVITIES

TITLE OF SECTION II

OBJECTIVES

ACTIVITIES

TITLE OF SECTION III

OBJECTIVES

ACTIVITIES

INDEPENDENT STUDY

Regardless of the approach you take to ordering the parts of the package, the section providing for independent study is always included last.

ASSEMBLING THE FINAL PRODUCTION

The following procedure is suggested for editing and assembling the parts of your package to constitute the final production which will be placed in the hands of the students:

(1) Review the wording of each item to see that it is written clearly, concisely, and that it makes precisely the point it was designed to make.

(2) Review the wording of each item to see that it is written in terms that pupils can understand.

(3) Review the pre-test, post-test and activities for each section to see that proper directions have been included regarding their completion.

(4) Identify the main heading or title of each section.

(5) Under the heading for each section assemble its parts in an appropriate order. Utilize one of the procedures for ordering parts outlined in the first part of this section.

(6) Submit each part of each section on a separate page for typing.

(7) An appropriate cover page stating the title of the package and the course for which it is designed should be prepared.

(8) Before submitting your package for typing, have the final hand-written draft reviewed by your instructor.

(9) Make suggested changes, additions, or deletions.

(10) Have the script typed in large print to facilitate readability.

(11) When all the pages have been typed and duplicated, they should be collated into booklet form.

(12) A sufficient number of booklets should be prepared so that a separate copy is available for each student.

(13) A list of directions regarding how the pupils are to use the package may be prepared to be distributed separately or put on the bulletin board. This step may be accomplished through or supplemented by oral instruction.

POST-TEST

Evaluation will be based on the quality of the final draft of your package. You are to submit a copy of the final production to your instructor.

REFERENCES

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RATIONALE

The purpose of this package is to provide a total immersion course in the theory and practice of nongrading continuous progress, individualization of instruction, and the alternative school movement.

The course itself is organized in such a way that it provides a practical example of the theory it represents. Instruction is individualized through the use of a learning package. The traditional classroom has been replaced by a learning center. In this center each student can work on a variety of activities using a multiplicity of materials and media at a pace that is realistic for him.

The instructor acts less in the capacity of a disseminator of information and more as a guide, director and evaluator of the learning process. Most of the background information is gained through using the materials and media provided in the learning center. This arrangement frees the instructor to provide assistance when it is needed on a small group and individual basis. It is hoped that this immersion in an alternative to the traditional graded system will spur beginning teachers to develop in their classroom models of individualization that are appropriate for their pupils.

SECTION TWO

LEARNING PACKAGE
ON
ALTERNATIVES TO THE TRADITIONAL GRADED SCHOOL

DIRECTIONS

1. You are requested to complete and score the pre-test prior to beginning the learning activities.

2. You may record responses to the learning activities, other than those you are required to submit as assignments, in any form which is appropriate for you.

3. All background information required to complete the learning activities is to be gained during the regularly scheduled class sessions.

4. You are to submit assignments and take tests according to the guidelines contained in the section entitled EVALUATION PROCEDURE.

PRE-TEST

The purpose of this test is to enable you to determine your prior knowledge of the objectives of this learning package. Your score on this test, therefore, will not influence your final mark. If your pre-test score indicates prior mastery of a substantial percentage of the objectives, you can request to challenge the activities associated with these objectives.

Multiple Choice: Record your answers on the test paper by placing a check mark in the brackets beside each correct response.

1. Four basic concepts of a continuous progress learning are:

   (a) Success ( )

   (b) Homogeneous grouping ( )

   (c) Differentiated staffing ( )

   (d) Pace ( )

   (e) Style ( )

   (f) Team teaching ( )

   (g) Continual Diagnosis ( )

2. Two basis types of individualized instruction are:

   (a) Independent study ( )

   (b) Phasing ( )

   (c) Cycling ( )

(d) Individually diagnosed and prescribed instruction ( )

(e) Levels ( )

3. The four basic parts of a learning package are:

(a) Objectives ( )

(b) Pre-test ( )

(c) Learning Center ( )

(d) Learning prescription ( )

(e) Learning activities ( )

(f) Post-test ( )

4. Which two of the following statements are in keeping with the philosophy of continuous progress:

(a) The nongraded school rejects the concept of promotion ( )

(b) All students should be expected to move upward through the same school program at the same pace ( )

(c) There is nothing so unequal as the equal treatment of unequals ( )

(d) Academic achievement is not a prime consideration of the elementary or secondary school ( )

5. Which of the following is not a critical attribute of individualized instruction:

(a) The right learning task ( )

(b) The right learner behaviour ( )

(c) The right learning center ( )

(d) The right teacher behaviour ( )

6. A pre-test is used for:

   (a) Diagnosis ( )

   (b) Prescription ( )

   (c) Evaluation ( )

   (d) None of the above ( )

7. A post-test is used for:

   (a) Diagnosis ( )

   (b) Prescription ( )

   (c) Evaluation ( )

   (d) None of the above ( )

8. The three essential components of a properly stated behavioural objective are:

   (a) Condition ( )

   (b) Media ( )

   (c) Performance ( )

   (d) Mode ( )

   (e) Standard of success ( )

9. Which of the following is a properly stated behavioural objective:

   (a) Given a newspaper editorial, the student should be able to distinguish statements of fact from statements of opinion with 80% accuracy ( )

   (b) Given a newspaper editorial, the student should know the difference between statements of fact and statements of opinion with complete accuracy ( )

(c) Given a newspaper editorial the student should fully understand the difference between statements of fact and statements of opinion. ( )

10. Which of the following statements regarding evaluation is true:

(a) Evaluation is the same as diagnosis ( )

(b) Evaluation should always be in keeping with the objectives of instruction ( )

(c) Evaluation should only be conducted at the end of a unit of work ( )

11. Which of the following statements regarding the relationship between an instructional strategy and an instructional technique is true:

(a) An instructional strategy is the same as an instructional technique ( )

(b) A relationship exists between instructional strategy and instructional technique ( )

(c) There is no relationship between instructional strategy and instructional technique ( )

12. Which of the following statements regarding the relationship between expository and inductive teaching is true:

(a) Expository and discovery teaching techniques are identical ( )

(b) Expository and discovery teaching techniques would be at opposite poles on a teaching continuum ( )

(c) Expository teaching is less highly directed than discovery teaching ( )

13. Two expository teaching techniques are:

    (a) Experimentation ( )

    (b) Discussion ( )

    (c) Lecture ( )

    (d) Demonstration ( )

14. Which two of the following statements about the learning outcomes of academic games are true:

    (a) They encourage the discovery of new facts and ideas ( )

    (b) They distract from the understanding and retention of subject matter ( )

    (c) They inhibit the development of academic skills ( )

    (d) They allow students to learn by doing ( )

15. Which of the following statements regarding the use of academic games is true:

    (a) Academic games may involve the simultaneous utilization of competition and individualization of instruction ( )

    (b) The competitive aspects of academic games prohibits their utilization in an individualized program ( )

    (c) There is no competition involved in academic games ( )

    (d) The use of academic games encourages unfair competition in public schools ( )

16. Which of the following classes of materials are useful in individualization of instruction:

    (a) Traditionally prepared and commercially available ( )

(b) Teacher prepared materials ( )

(c) Commercially prepared individualized instructional materials ( )

(d) Individualized developmental programs ( )

(e) All of the above ( )

(f) None of the above ( )

17. Which of the following is a primary reason for selecting materials appropriate for individualizing instruction:

(a) They are attractive ( )

(b) They are appropriate for achieving the objectives of instruction ( )

(c) They provide enrichment of the basic concepts ( )

(d) They are appropriate for remediation ( )

18. The mode of instruction is an important part of:

(a) Diagnosis ( )

(b) Prescription ( )

(c) Evaluation ( )

(d) All of the above ( )

(e) None of the above ( )

19. Which of the following are small group instructional tasks:

(a) Didactic ( )

(b) Heuristic ( )

(c) Maieutic ( )

(d) Brainstorming ( )

(e) All of the above ( )

(f) None of the above ( )

20. The physical facilities that facilitate independent study are:

(a) Study carrels ( )

(b) Listening posts ( )

(c) Dial-access systems ( )

(d) All of the above ( )

(e) None of the above ( )

21. Which of the following are essential steps in planning and implementing individualization of instruction:

(a) In-service education of teachers ( )

(b) Preparing curriculum materials ( )

(c) Purchasing new instructional materials ( )

(d) Devising appropriate evaluating and reporting procedures ( )

(e) All of the above ( )

22. A prescriptive Materials Retrieval System is used to:

(a) Correlate diagnostic and evaluative data ( )

(b) Correlate prescriptive and evaluative data ( )

(c) Correlate diagnostic and prescriptive data ( )

(d) All of the above ( )

(e) None of the above ( )

23. Three basic approaches to nongrading used extensively in the secondary schools are:

(a) Levels ( )

(b) Phases ( )

(c) Cycles ( )

(d) Learning packages ( )

(e) Grouping ( )

24. Which of the following statements regard the relationship between the alternative school and the nongraded school are true:

(a) An alternative school is a nongraded school ( )

(b) A nongraded school can be an alternative school ( )

(c) The nongraded school, the free school, and the alternative school are identical ( )

(d) All of the above ( )

(e) None of the above ( )

25. Which of the following are examples of alternative schools:

(a) Mini-schools ( )

(b) Open-school ( )

(c) Nongraded schools ( )

(d) Schools without walls ( )

(e) All of the above ( )

(f) None of the above ( )

26. Which of the following statements are true regarding the role of a teacher in an individualized instructional program:

(a) The teacher's role as a disseminator of information diminishes ( )

(b) The importance of his role as an evaluator of student progress diminishes ( )

(c) The teacher acts more in the capacity of a guide and director of the learning process ( )

(d) He usually spends more time working with individuals and small groups than he did in the conventional classroom ( )

(e) All of the above ( )

(f) None of the above ( )

27. Identify one example of differentiated staffing:

(a) The employment of religions in public schools ( )

(b) The employment of uncertified teachers ( )

(c) Team teaching ( )

(d) Hiring practices that discriminate against college students ( )

(e) Hiring practices that favour college graduates ( )

28. Two advantages of team teaching are:

(a) It makes for more efficient utilization of teacher knowledge and strengths ( )

(b) It provides an opportunity for new teachers to learn from experienced teachers ( )

(c) It involves less expense than the individual assignment of teaching tasks ( )

(d) It requires less knowledge and experience on the part of teachers ( )

29. Which of the following statements regarding team teachers are true:

(a) Team teaching involves co-operative planning, organization for implementation, and evaluation of learning experiences ( )

(b) Team teaching requires that two or more teachers teach together in the same class ( )

(c) Team teaching requires departmentalization ( )

(d) Team teaching facilitates the maximum utilization of teacher strengths ( )

(e) All of the above ( )

30. The three basic processes involved in a systems approach are:

(a) Systems analysis ( )

(b) Systems input ( )

(c) Systems process ( )

(d) Systems output ( )

(e) Systems design ( )

(f) Systems management ( )

31. The four basic elements that are common to all types of individualization of instruction are:

(a) Objectives ( )

(b) Means ( )

(c) Media ( )

(d) Phases ( )

(e) Levels ( )

(f) Cycles ( )

(g) Mode ( )

True or False: Circle the correct response in the columns at the left.

T F 32. The nongraded pattern of school organization had its origin in the Quincy Grammar School in Boston in 1870.

T F 33. Nongradedness is a pattern of school organization designed to accommodate individual differences in the instructional setting by eliminating arbitrary grade classifications and grade expectations.

T F 34. Nonpromoted pupils tend to do worse in their second year in a grade than they did in their first year in the same grade.

T F 35. Research findings indicate that children enter the first grade with a range of from three to four years difference in their readiness to profit from formal schooling.

T F 36. Whether or not a child is promoted in school appears to depend more upon biological, economic, and social chance than upon sound educational design and hard work.

T F 37. Nonpromotion may be justified because it usually raises academic achievement.

T F 38. No significant differences exist between promoted and non-promoted pupils in regard to social adjustment.

T F 39. The main variable that distinguishes among the four basic types of individualization of instruction is the extent to which the structure of each type is pupil or teacher determined.

T F 40. Type of test is one of the variables used to distinguish among the nine diagnostic patterns used in individualizing instruction.

T F 41. The inquiry technique involves the use of the research technique of a discipline.

T F 42. The teacher, the textbook, and the school environment may all be classified as media.

T F 43. A medium of instruction should be selected primarily on the basis of its potential for implementing a stated objective.

T F 44. The materials and equipment which store and/or transmit instructional stimuli or content constitute hardware.

T F 45. Research tells us that the optimum size of the small group is the smallest number of persons needed to fulfill all the functions associated with the small group learning task.

T F 46. The small group mode of instruction maximizes the effectiveness of the lecture method.

T F 47. Large group instruction facilitates the efficient utilization of the lecture method.

T F 48. Norm-referenced testing is consistent with the theory underlying individualization of instruction.

T F 49. Students should be recycled through the learning activities in an individualized prescription until they achieve an acceptable level of mastery of the objectives.

T F 50. Post-test items should be constructed in such a way that they require pupils to demonstrate mastery of the behaviour stated in the objectives they are designed to test.

Turn to page 117 for the correct answers.

$$\frac{\text{Number right}}{50} \times 100 = \text{Mark}$$

AN OVERVIEW OF NONGRADING, CONTINUOUS PROGRESS, AND INDIVIDUALIZATION OF INSTRUCTION

OBJECTIVES

After completing the activities prescribed in this section, you will be able to:

(1) Describe the origin of the nongraded pattern of school organization.

(2) Explain the nature of nongrading.

(3) Describe the philosophy underlying nongrading.

(4) List five basic tenets of child development that support nongrading.

(5) Describe what research tells us about the effects of nonpromotion on achievement, pupil attitude, and personal-social adjustment.

(6) Explain the meaning of the term CONTINUOUS PROGRESS.

(7) State and explain four basic concepts of continuous progress.

(8) Explain how the implementation of each of the four basic concepts of continuous progress is provided for in a school system.

(9) Explain the meaning of the term INDIVIDUALIZATION OF INSTRUCTION.

(10) List and explain the critical attributes of individualization of instruction.

(11) Describe the process involved in individualization of instruction.

(12) List the distinguishing characteristics of each type of individualization of instruction.

(13) List the four basic elements that are common to all types of individualization.

(14) State the variable that distinguishes among the four basic types of individualization.

(15) Explain the reasons why a variety of types of individualization should be used.

(16) List the main educational effects of individualization of instruction, according to the N.E.A. study.

(17) State similarities and differences between N.E.A. findings and more recent studies of the effects of individualization.

(18) State reasons for differences between the two sets of findings.

(19) List the procedures involved in individualization of instruction.

(20) Explain how each of these procedures is implemented in an individualized plan.

(21) Prepare an individualized lesson plan.

(22) Explain the relationship that exists among nongrading, continuous progress, and individualization of instruction.

LEARNING ACTIVITIES

1. You are to do three of the following:

   (a) Read CHILDREN THROUGH THE GRADES, pp. 4-20, A LOOK AT THE EVIDENCE, pp. 34-38, NONGRADING IN MODERN DRESS, pp. 52-56, and THE NONGRADED CONCEPT APPRAISED, pp. 56-59, in THE NONGRADED ELEMENTARY SCHOOL, by Goodlad and Anderson.

(b) Read THE DIMENSIONS OF NONGRADING, pp. 227-233, and DEFINING THE NONGRADED UNIT, pp. 235-236 in ELEMENTARY EDUCATION by Maurie Hillson.

(c) Read Hillson Letter Number Six: THE NONGRADED SCHOOL: A PHILOSOPHY AND WORKING DEFINITION.

(d) Review the Eyegate multi-media presentation entitled NONGRADED EDUCATION: AN OVERVIEW

1) Describe the origin of the nongraded pattern of school organization.

2) Explain the nature of nongrading.

3) Describe the philosophy of underlying nongrading

4) State five basic tenets of child development that support nongraded education.

5) Describe what research tells us about the effects of nonpromotion on achievement, pupil attitude, and personal-social adjustment.

6) Explain five major differences between the graded school and the nongraded school.

2. Listen to the presentation by your instructor on THE NATURE OF CONTINUOUS PROGRESS and review the E.P.C. multi-media presentation entitled THE CONCEPT OF CONTINUOUS PROGRESS LEARNING.

a) Explain the meaning of the term: CONTINUOUS PROGRESS.

b) State and explain four basic concepts of continuous progress.

c) Explain how the implementation of each of these concepts is provided for in a school system.

3. Listen to a presentation by your instructor on AN OVERVIEW OF THE NATURE OF INDIVIDUALIZATION OF INSTRUCTION.

and

Listen to the tape entitled CRITICAL ATTRIBUTES OF INDIVIDUALIZATION OF INSTRUCTION

and

Review the N.E.A. multi-media presentation entitled INDIVIDUALIZATION OF INSTRUCTION: ITS NATURE AND EFFECTS.

(a) Explain the meaning of the term INDIVIDUALIZATION OF INSTRUCTION.

(b) List and explain the critical attributes of individualization of instruction.

(c) Describe the processes involved in individualization of instruction.

(d) List four different types of individualization of instruction.

(e) List the distinguishing characteristics of each type.

(f) State the four basic elements that are common to all types of individualization.

(g) State the variable that distinguishes among the four basic types of individualization

(h) Explain the reasons why a variety of types of individualization should be used.

(i) List the main educational effects of individualization of instruction, according to the N.E.A. study.

(j) Explain the similarities or differences between the results of more recent studies and the N.E.A. study. State reasons for the differences between the two sets of findings.

4. Listen to a presentation and demonstration by your instructor on THE PREPARATION OF INDIVIDUALIZED INSTRUCTIONAL PLANS.

and

Read A PRESCRIPTION FOR WRITING A LEARNING PACKAGE

or

THE WRITER'S LAP

and

Study C.P.L. lesson cards in the discipline of your choice to provide a model of an individualized plan.

(a) List the procedures involved in individualization of instruction.

(b) Explain how each of these procedures is implemented in an individualized plan.

(c) Prepare one individualized lesson plan which you can use in the classroom during internship.

(d) Explain the relationship that exists among nongrading, continuous progress, and individualization of instruction.

5. You are to meet with your instructor in groups of eight to debate the correctness of your responses to the activities which you have completed at this time. When you are ready for this activity, you are to place your name on the board under the heading "Debate."

THE PROCESSES INVOLVED IN INDIVIDUALIZATION OF INSTRUCTION

DIAGNOSIS

OBJECTIVES

After completing the activities prescribed for this section, you will be able to:

(1) Explain the meaning of the term DIAGNOSIS.

(2) List the basic procedures involved in diagnosis.

(3) State nine diagnostic patterns used in individualization of instruction.

(4) Explain the meaning of the term PRE-TEST.

(5) Explain how the pre-test is used for diagnostic purposes.

(6) Explain the part that diagnosis plays in individualization of instruction.

(7) Use a standardized test to diagnose the achievement level of one pupil in the basic academic skills.

LEARNING ACTIVITIES

1. Review the N.E.A. multi-media presentation entitled: INDIVIDUALIZED INSTRUCTION: DIAGNOSTIC AND INSTRUCTIONAL PROCEDURES.

   (a) Explain the meaning of the term DIAGNOSIS.

   b) State three fundamental procedures involved in diagnosing the needs of an individual learner.

(c) Categorize the nine diagnostic patterns used in individualization of instruction under the headings of the three elements common to each.

(d) Explain what you have learned about the process of diagnosis from examining these patterns.

2. Read the section entitled TESTING IN THE LAP in THE WRITER'S LAP.

or

PREPARATION OF TESTS in A PRESCRIPTION FOR WRITING A LEARNING PACKAGE.

(a) Explain the meaning of the term PRE-TEST.

(b) Explain how the pre-test is used for diagnostic purposes.

(c) Explain the part that diagnosis plays in individualization of instruction.

3. Diagnose the achievement levels of one pupil according to the following procedure:

(a) In the school in which you intern, select one student to whom you will administer the THE CANADIAN TEST OF BASIC SKILLS.

In the course of the year two tests should be administered: one before October using C.T.B.S. Form I; the other before April 15, using C.T.B.S. Form II.

(b) Prepare yourself for this task by reading THE TEACHER'S MANUAL: CANADIAN TEST OF BASIC SKILLS and by signing up for special instruction under the heading on the blackboard entitled C.T.B.S.

(c) Prepare to administer the test according to the directions set forth in Part Two of the manual.

(d) Administer the test according to the directions set forth in Part Three of the manual.

(e) Score the test according to the directions set forth in Part Four of the manual.

(f) Complete the pamphlet HOW ARE YOUR STUDY SKILLS? and the PUPIL PROFILE CHART according to the directions set forth in Part Five of the manual. If this test is not suitable for your pupil, select another reputable standardized achievement test which is appropriate.

BEHAVIORAL OBJECTIVES

OBJECTIVES

After completing the activities prescribed in this section, you will be able to:

(1) List and explain the components of a properly stated behavioural objective.

(2) Write behavioural objectives according to the above specifications.

(3) List and define the categories of intellectual outcomes, according to Bloom.

(4) Explain how Bloom's Taxonomy serves as a frame of reference for writing a series of behavioural objectives.

(5) State arguments for and against writing objectives in behavioural terms.

LEARNING ACTIVITIES

1. Listen to a presentation on WRITING BEHAVIOURAL OBJECTIVES.

   and

   Read the section on MEASURABLE OBJECTIVES in THE WRITER'S LAP

   or

   WRITING BEHAVIOURAL OBJECTIVES in A PRESCRIPTION FOR WRITING A LEARNING PACKAGE.

   (a) List the components of a properly stated behavioural objective. Prepare a brief explanation of each.

   (b) Write one behavioural objective according to the specifications outlined in section (a).

2. Listen to a presentation on THE RELATIONSHIP BETWEEN BLOOM'S CATEGORIES OF OBJECTIVES AND THE WRITING OF PRECISE BEHAVIOURAL OBJECTIVES

   and

   Read a summary of Bloom's Taxonomy of Education Objectives.

   (a) List and define the categories into which Bloom divides the intellectual outcomes of Education.

   (b) Explain how Bloom's taxonomy serves as a frame of reference or guide in writing a series of cognitive objectives.

MEANS

OBJECTIVES

After completing the activities prescribed for this section, you will be able to:

(1) Explain the relationship that exists between an instructional strategy and an instructional technique.

(2) Distinguish between expository and inductive teaching.

(3) Develop a set of criteria for selecting an instructional strategy.

(4) Explain how each teaching technique facilitates the utilization of expository or inductive strategies.

(5) List the major learning outcomes that result from the use of academic games.

(6) Explain how individual differences can be accommodated through the use of academic games.

(7) Describe the nature of inquiry.

(8) Explain procedures involved in using the inquiry technique.

(9) Prepare a lesson plan involving the use of the inquiry technique.

LEARNING ACTIVITIES

1. Read Chapter Eleven entitled STRATEGIES FOR TEACHING in TEACHING AND MEDIA: A SYSTEMATIC APPROACH.

   (a) Explain the relationship that exists between an instructional strategy and an instructional technique.

(b) Distinguish between expository and inductive teaching.

(c) Develop a set of criteria to serve as a guideline for selecting an instructional strategy.

(d) Explain how each teaching technique facilitates the utilization of expository or inductive strategies.

2. Read the pamphlet entitled THE INDIVIDUALIZERS by Allen and Liss and play one of the academic games published by Wiff n'Proof with your fellow students.

(a) List the major learning outcomes that result from the use of academic games.

(b) Explain how individual differences can be accommodated through the use of these games.

3. Listen to a presentation by your instructor on INQUIRY TEACHING

and

View the film entitled LEARNING THROUGH INQUIRY.

(a) Describe the nature of the inquiry process.

(b) Describe the procedure involved in the utilization of the inquiry technique.

(c) Explain how inquiry could be conducted on a less structural basis than that demonstrated in the above film.

(d) Prepare a lesson plan involving the utilization of the inquiry technique that includes all the basic inquiry procedures.

MEDIA

OBJECTIVES

After completing the activities prescribed in this section, you will be able to:

(1) Define the term MEDIUM.

(2) Distinguish between the terms HARDWARE AND SOFTWARE.

(3) Explain the major factors to be taken into consideration in media selection.

(4) List the major classes of source materials currently available for classroom use.

(5) State one example of each class of source material.

LEARNING ACTIVITIES

1. Read Chapter Thirteen THE SELECTION AND USE OF INSTRUCTIONAL MEDIA in TEACHING AND MEDIA.

   (a) Define the term MEDIUM.

   (b) Distinguish between the terms HARDWARE and SOFTWARE. Use an example to make this distinction.

   (c) State the basic rule for media selection. List and explain the other major factors to be taken into consideration in media selection.

2. Review the N.E.A. multi-media presentation entitled INDIVIDUALIZATION OF INSTRUCTION: MATERIALS AND THEIR USE.

   (a) Briefly explain the part materials play in individualization of instruction.

(b) List the major classes of source materials currently available for individualization of instruction. Give one example of each.

MODE

OBJECTIVES

After completing the activities prescribed in this section, you will be able to:

(1) Define the term MODE OF INSTRUCTION.

(2) State three basic modes of instruction.

(3) Explain how a variety of modes facilitates individualization of instruction.

(4) Describe the optimum size of a small group for instructional purposes.

(5) List and describe the small group learning tasks under two headings:

(a) Those that facilitate expository teaching, and

(b) Those that facilitate inductive teaching

(6) List the types of independent study which you regard to be most appropriate for the school in which you intern.

(7) State the reasons behind your choice of each type of independent study.

(8) Describe the physical facilities that facilitate independent study.

(9) Describe the instructional purposes that are served by large group instruction.

(10) Explain how the physical arrangements and procedure for large group instruction in a modern school differ from those in a traditional school.

LEARNING ACTIVITIES

1. Read the section entitled MULTI-MODE ACTIVITIES in THE WRITER'S LAP or the section on MODE in A PRESCRIPTION FOR WRITING A LEARNING PACKAGE, pp. 34-35.

   (a) Define the term MODE OF INSTRUCTION.

   (b) List the basic modes of instruction.

   (c) Explain how a variety of modes facilitates individualization of instruction.

2. Read the pamphlet entitled LEARNING IN THE SMALL GROUP by Glatthorn.

   (a) Describe what research tells us about the optimum size of the small group for instructional purposes.

   (b) List and describe the small group learning tasks under two headings.

      1) Those that facilitate expository teaching.

      2) Those that facilitate inductive teaching.

3. Read the section entitled ORGANIZATION FOR INDEPENDENT STUDY in INNOVATIONS IN SECONDARY EDUCATION, pp. 113-114 and ALLOCATION OF SPACE in TEACHING AND MEDIA, pp. 250-259.

   or

   Read EDUCATION BY APPOINTMENT by B. F. Brown.

(a) List the types of independent study which you regard to be most appropriate for the school in which you intern. State the reasons behind your choice of each type of independent study.

(b) Describe the physical facilities that facilitate independent study.

4. Read the section entitled LARGE GROUP INSTRUCTION in TEACHING AND MEDIA, pp. 265-270.

(a) Describe the instructional purposes that are served by large group instruction.

(b) Explain how the physical arrangements and procedures for large group instruction in a modern school differ from those in a traditional school.

EVALUATION

OBJECTIVES

After completing the activities prescribed in this section, you will be able to:

(1) Define the term EVALUATION.

(2) Define the term POST-TEST.

(3) Explain the part the post-test plays in individualization of instruction.

(4) Describe the procedure for correlating the post-test with the objectives of an individualized prescription.

(5) Distinguish between norm-reference tests and criterion-referenced tests.

(6) State the reasons why norm-referenced testing is inconsistent with the theory underlying individualization of instruction.

(7) Explain why criterion-referenced testing is in keeping with the theory underlying individualization of instruction.

(8) Describe the procedures involved in using evaluative data as feedback to facilitate pupil achievement of mastery of the objectives of instruction.

LEARNING ACTIVITIES

1. Listen to a presentation on EVALUATION OF STUDENT PROGRESS in AN INDIVIDUALIZED PRESCRIPTION.

and

Read PREPARATION OF TESTS in A PRESCRIPTION FOR WRITING A LEARNING PACKAGE or THE POST-TEST in THE WRITER'S LAP.

(a) Define the term EVALUATION.

(b) Define the term POST-TEST

(c) Explain the part the post-test plays in individualization of instruction.

(d) Describe the procedure for correlating the post test(s) with the objectives of an individualized prescription.

2. Read AN APPROACHING PERIL: CLOUD-REFERENCED TESTS Phi Delta Kappan, May 1974.

and/or

ASSESSING STUDENT PROGRESS: A CRITERION-REFERENCED MEASUREMENT APPROACH in CONTROVERSIES IN EDUCATION.

(a) Distinguish between norm-referenced tests and criterion-referenced tests.

(b) List the reasons why norm-referenced testing is inconsistent with the theory underlying individualization of instruction.

(c) Explain why criterion-referenced testing is in keeping with the theory underlying individualization of instruction.

(d) Describe the procedures involved in using evaluation data as feedback to facilitate pupil achievement of the objectives of instruction.

IMPLEMENTATION

OBJECTIVES

After completing the activities prescribed in this section, you will be able to:

(1) Prepare a set of guidelines for implementing individualization of instruction.

(2) Explain the extent to which you agree with the ideas on implementation contained in the N.E.A. multi-media presentation on RECOMMENDATIONS FOR IMPLEMENTATION.

(3) Prepare an individualized lesson plan on a basic skill which is appropriate for the pupil to whom you administered the CANADIAN TEST OF BASIC SKILLS.

(4) Use the Prescriptive Materials Retrieval System to select appropriate materials for the above lesson plan.

(5) Summarize the learning theory underlying the use of learning centers.

(6) List the functions of a teacher in a learning center.

(7) Draw a diagram illustrating a learning center which would be appropriate for use of the individualized lesson plan specified in objective three.

(8) List the functions of a teacher in a continuous progress school.

(9) Explain how the role of a teacher in a nongraded school differs from that of a teacher in a graded school.

(10) Explain the meaning of the term DIFFERENTIATED STAFFING.

(11) List the benefits of differentiated staffing.

(12) List the pitfalls encountered in implementing differentiated staffing.

(13) Analyze a case study in order to determine the merits and deficiencies of a particular instance of differentiated staffing.

(14) Construct a plan for a teaching team for the department or grade in which you teach which is consistent with a sound theory of team teaching.

(15) Explain the extent to which your team teaching plan is consistent with Smith's definition of team teaching.

(16) Explain how the basic tenets of team teaching are operational in your plan.

(17) Explain how provision was made to have the advantages of team teaching operational through your plan.

(18) Explain the extent to which the structure and function of your team plan are consistent with the structure and function of a team plan outlined by Dr. Hunter.

(19) Describe the nature of a systems approach to instruction.

(20) Explain the processes involved in a systems approach to instruction.

LEARNING ACTIVITIES

1. Review the N.E.A. multi-media presentation entitled INDIVIDUALIZATION OF INSTRUCTION: RECOMMENDATIONS FOR IMPLEMENTATION.

   (a) On the basis of this presentation and previous ones, prepare a set of guidelines for implementing individualization of instruction.

   (b) Explain why you agree or disagree with the ideas on implementation contained in this presentation.

2. You are to follow the procedure in order to develop an individualized lesson plan appropriate for the pupil to whom you administered diagnostic tests.

   (a) Review the PUPIL PROFILE CHART for this student.

   (b) Select one skill around which you will develop a lesson plan for this student.

   (c) Follow the procedure on the cassette tape entitled PRESCRIPTIVE MATERIALS RETRIEVAL SYSTEM in order to select appropriate materials for this lesson.

   (d) In order to obtain assistance in learning how to prepare this plan, you are to sign your name on the board under the heading PLANNING.

   (e) Devise an individual lesson plan for this student according to the specifications given by your instructor.

3. Read the pamphlet entitled CLASSROOM ORGANIZATION by James E. Smith.

(a) Summarize the learning theory underlying the use of learning centers.

(b) List the functions of a teacher in a learning center.

(c) On the basis of the ideas presented in this pamphlet, prepare a diagram which demonstrates how you could transform the class in which you teach the above lesson, if you had a group of pupils to whom it applied, into a learning center. In this diagram label each classroom area according to the learning function it will serve. Develop symbols or drawings to depict the physical organization of each area. Specify the name of each material you will use and the kind of work station where it will be made available to the pupils.

4. Review the E.P.C. multi-media presentation entitled THE TEACHER IN CONTINUOUS PROGRESS LEARNING.

(a) List the functions of a teacher in a continuous progress set-up.

(b) Explain how the role of a teacher in a non-graded school differs from that of a teacher in a graded school.

5. Read the booklet entitled DIFFERENTIATED STAFFING.

(a) Formulate a definition of the term DIFFERENTIATED STAFFING.

(b) List the benefits of differentiated staffing.

(c) List the major objections to differentiated staffing.

6. Read one of the following case studies found in the booklet entitled DIFFERENTIATED STAFFING.

Profile No. One: IF WE CAN, ANYBODY CAN, pp. 10-16.

or

Profile No. Two: TROUBLE AT CHERRY CREEK, pp. 17-25.

or

Profile No. Three: NEW SCHOOLS FOR THE CENTRAL CITY, pp. 26-30.

Assess the merits and deficiencies of this particular example of differentiated staffing. Make sure that your assessment reflects adequately the theory underlying differentiated staffing.

7. Read the pamphlet entitled TEAM TEACHING by James E. Smith.

and

Review the multi-media presentation entitled TEAM TEACHING by Madeline Hunter.

and/or

View the film entitled TEAM TEACHING IN THE ELEMENTARY SCHOOL.

(a) Construct a plan for a teaching team for the department or grade in which you teach consistent with the ideas contained in the above prescription according to the following procedure.

Draw a diagram outlining the structure and function of this teaching team. Assign a role to every staff member in your department or grade, including yourself. Do not use the names of the individuals involved. Underneath the role played by each staff member, list the functions he is to perform.

(b) Evaluate the theoretical soundness of your plan by answering the following questions:

(1) To what extent is your plan consistent with Smith's definition of team teaching?

(2) Which of the basic tenets of team teaching are operational in this plan? Explain how each is operational.

(3) Explain how provision was made to make the advantages of team teaching operational.

(4) Explain the extent to which the structure and function of your team are consistent with the structure and function of a teaching team as they are outlined by Hunter. If discrepancies do exist, state the reasons why this is so.

8. Listen to a presentation by your instructor on A SYSTEMS APPROACH TO INSTRUCTION.

(a) Describe the nature of a systems approach to instruction.

(b) Explain the processes involved in a systems approach to instruction.

(c) Explain how a systems approach was implemented through the use of your individualized lesson plan on a basic learning skill in a learning center.

(d) Explain how the use of criterion reference tests is consistent with systems management theory.

9. According to the NOVA SCOTIA ROYAL COMMISSION ON EDUCATION, PUBLIC SERVICES, AND PROVINCIAL-MUNICIPAL RELATIONS:

> The Department of Education should re-affirm its commitment to continuous progress in concrete terms. The regulations should forbid the use in

reports, organizational and asministrative structures, or educational literature and statements of such terms as grade, grading, passing, failing, promotion, and repeating.

You are to divide into groups of eight in order to discuss concrete recommendations for the development of specific alternatives to each of the following:

grades, grading, passing, failing, promotion, and repeating.

After the discussion has been completed, you are to record one specific recommendation for the development of each alternative which is consistent with the theory of continuous progress which you have learned to date.

APPROACHES TO NONGRADING AND OTHER ALTERNATIVES TO THE TRADITIONAL SCHOOL

OBJECTIVES

After completing the activities prescribed in this section, you will be able to:

(1) Identify three basic approaches to nongrading used in the secondary school.

(2) Explain the fundamental features of each approach.

(3) Assess the merits and deficiencies of each approach.

(4) Explain how instruction is individualized in the Osborne School.

(5) Assess the extent to which instruction is individualized at the Osborne School.

(6) Explain how team teaching and contracts are used to individualize elementary instruction at the L. E. Berger Middle School.

(7) Assess the extent to which instruction is individualized at L. E. Berger School.

(8) Explain how instruction is individualized in the conventional classroom.

(9) Assess the merits and deficiencies of the individualized program at the Cashton Elementary School.

(10) Define the term ALTERNATIVE SCHOOL.

(11) Describe the philosophy underlying the alternative school.

(12) List the kinds of alternatives that have developed to date at the elementary and secondary school levels.

(13) Explain the relationship between the free school and the alternative school.

(14) Distinguish between the alternative school and the free school.

(15) Define the term SCHOOLS WITHOUT WALLS.

(16) Name the kind of alternative school operating in the case of the Parkway Plan.

(17) List the instructional needs that are met by the Parkway School.

(18) Define the term MINI SCHOOL.

(19) Explain how the mini school copes with the problem of largeness.

(20) Identify three main ways in which alternatives have been provided at the elementary level.

(21) Define the term OPEN SCHOOL.

(22) Assess the extent to which the guidelines for setting up an effective alternative school appear to be operating in the case of the St. Paul open school.

(23) Assess the extent to which the guidelines for setting up an effective alternative school appear to be operative in the case of the Parkway School.

(24) Discuss the merits and deficiencies of the alternative school movement from the point of view of the extent to which it meets the educational needs of students and the strengths and weaknesses of its curriculum and instructional program.

LEARNING ACTIVITIES

APPROACHES TO NONGRADING (SECONDARY)

Only secondary students are to do this section.

1. Listen to the cassette tape by Dr. Joshua Segal entitled JOHN DEWEY HIGH SCHOOL.

   (a) Explain how cycling is used to individualize the program in this school.

   (b) Briefly assess the merits and deficiencies of this approach.

2. Read case study #37 entitled MELBOURNE HIGH SCHOOL, and view the film entitled THE IMPROBABLE FORM OF MASTER STRUM.

   or

   Read THE NONGRADED HIGH SCHOOL by B. F. Brown

   or

   THE APPROPRIATE PLACEMENT SCHOOL by B. F. Brown.

   (a) Explain how phasing is used to nongrade the program at this school.

   (b) Assess the extent to which nongrading, continuous progress, and individualization of instruction are operative in this school.

3. Read case study #44 entitled NOVA-SOUTH FLORIDA EDUCATIONAL CENTER and A PRESCRIPTION FOR WRITING A LEARNING PACKAGE.

   (a) Explain how the use of the learning package approach provides for the implementation of the four basic concepts of continuous progress.

(b) Explain how the utilization of this approach implements a systems approach to instruction.

APPROACHES TO NONGRADING (ELEMENTARY)

Only elementary students are to do this section.

1. Listen to the cassette tape by Dr. Turner entitled THE OSBORNE SCHOOL.

   (a) Explain how instruction is individualized at the school.

   (b) Assess the extent to which instruction is individualized at this school.

2. Read case study #23 entitled L. E. BERGER MIDDLE SCHOOL.

   (a) Explain how team teaching and contracts are used to individualize instruction in this school.

   (b) Assess the extent to which instruction is individualized at this school.

3. Read case study #24 entitled CASHTON ELEMENTARY SCHOOL.

   (a) Explain how instruction can be individualized in a conventional classroom.

   (b) Assess the merits and deficiencies of the individualized program at the Cashton School.

OTHER ALTERNATIVES

1. Read the National School Public Relations Association booklet entitled ALTERNATIVE SCHOOLS: PIONEERING DISTRICTS CREATE OPTIONS FOR STUDENTS, pp. 3-13.

(a) Formulate a definition of the term ALTERNATIVE SCHOOL

(b) Briefly describe the philosophy underlying the development of alternatives.

(c) List the kinds of alternatives that have developed to date at the elementary level or at the secondary level.

(d) Explain the relationship between the alternative school and the free school.

(e) Distinguish between the free school and the alternative school.

2. Read the section entitled SCHOOLS WITHOUT WALLS in ALTERNATIVE SCHOOLS.

(a) Explain the meaning of the term SCHOOLS WITHOUT WALLS.

(b) Name the kind of alternative which is operating in the case of this school.

(c) List the instructional needs which are met by this school which are not usually met by a traditional school. (This activity is to be completed by secondary students only.)

3. Read the section entitled MINI-SCHOOLS in ALTERNATIVE SCHOOLS

(a) Explain the meaning of the term MINI-SCHOOLS.

(b) It may be said that the mini-school maximizes the strengths and minimizes the weaknesses of largeness. Assess the truth of this statement in the light of the material presented in this article.

4. Read the section entitled ELEMENTARY ALTERNATIVES in ALTERNATIVE SCHOOLS. Identify three main ways in which alternatives have been provided at the elementary level. (This activity is to be done only by elementary students.)

5. Read the section entitled OPEN SCHOOLS FOR ALL STUDENTS in ALTERNATIVE SCHOOLS.

and

Read the sections entitled A WORD OF ADVICE and STARTING AN ALTERNATIVE SCHOOL in ALTERNATIVE SCHOOLS.

(a) Formulate a definition of the term OPEN SCHOOL.

(b) Assess the extent to which the guidelines for setting up an effective alternative school appear to be operating in the case of the open school plan in St. Paul, Minnesota (Elementary students).

6. You are to discuss the merits and deficiencies of the alternative school movement. In the course of this discussion you are to assess the extent to which the educational needs of students are being met by this system and the strengths and weaknesses of the curriculum and instructional program in these schools. You are to divide into groups of eight for this discussion. When you are ready for this activity, sign your name on the board under the heading "Alternatives."

EVALUATION PROCEDURE

The items on which you will be evaluated and the numerical weight assigned to each may be outlined as follows:

(1)	Four tests	70%
(2)	Two lesson plans	10%

(3) Pupil profile chart, lesson, plan, and learning center design. 10%

(4) Plan for teaching team and written defense of plan. 10%

1. Three written tests and one oral test will be administered at times to be announced by your instructor.

2, You are to submit your first individualized lesson plan and your inquiry lesson plan as soon as they are completed.

3. You are to submit the answer sheet to the C.T.B.S., the pupil profile chart, the individualized lesson for one skill, and the diagram for the learning center for this lesson as one package.

4. You are to submit the plan for your teaching team and the written defense thereof as specified in activity 7(b) (1) (2) (3) (4).

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SECTION THREE

Student Comments and Evaluation on ALTERNATIVES TO THE TRADITIONAL GRADED SCHOOL

Course No. 330

1972-1976

PRE-TEST SHEET

1. (a) (d) (e) (g)
2. (a) (d)
3. (a) (b) (e) (f)
4. (a) (c)
5. (c)
6. (a)
7. (c)
8. (a) (c) (e)
9. (a)
10. (b)
11. (b)
12. (b)
13. (c) (d)
14. (a) (d)
15. (a)
16. (e)
17. (b)
18. (b)
19. (e)
20. (d)
21. (a) (b) (d)
22. (c)
23. (b) (c) (d)
24. (b)
25. (e)
26. (a) (c) (d)
27. (c)
28. (a) (b)
29. (a) (d)
30. (a) (e) (f)
31. (a) (b) (c) (g)
32. F
33. T
34. T
35. T
36. T
37. F
38. F
39. T
40. T
41. T
42. T
43. T
44. T
45. T
46. F
47. T
48. F
49. T
50. T

CLASS EVALUATION OF THE LEARNING PACKAGE APPROACH TO ALTERNATIVES TO THE TRADITIONAL GRADED SCHOOL

(Course No. 330 - 1975-1976)

Seven months ago we entered a B.Ed. Program at St. Francis Xavier University and, understandably, expected course instruction to resemble to a great extent, the method of instruction we had previously experienced in our undergraduate studies. We were not disappointed! The structured classroom setting which provided for minimal participation, evaluations emphasizing simple recall and meaningless regurgitation, and the daily routine of checking class attendance were not left behind. One course was different. It focused its attention on the individual and employed terminology foreign to our previous associations. It was, we later learned, a program of 'Competency-Based Teacher Education.'

Initially,there were combined feelings of enthusiasm and apprehension. We were excited at the prospect of setting our own grades, being responsible for completing the assigned tasks over the course of the year and deciding for ourselves the number of classes we should attend. On the other hand we felt there must be a catch. Could we handle that much freedom? Would we learn anything

of value?

As students who have been processed through this type of program, we would like to evaluate it from our point of view, in the hope that it reflects that of our classmates.

The program itself used as its base the Learning Activity Package. The objectives were clearly stated from the very first day. The learning tasks were referred to many times in the weeks to follow. We must admit that they were often the center of confusion and disillusion for us as well. For at times, it seemed we had lost sight of them and we were unsure whether it was our doing or the direction the course was taking.

Although class attendance was not compulsory, we were all aware of our responsibility and eager to take full advantage of our class time. After all, having only two one-and-a-half-hour sessions a week, we could not afford to waste our time.

In the beginning, we were baffled. The instructor appeared well-informed, articulate, organized and deeply involved in the course. Our problem stemmed from the material itself. The background was lacking and the terminology difficult to grasp. As we became more exposed to the concepts of Competency Based Teacher Education, we

moved from the state of bewilderment to that of frustration. The instructor seemed to sense our need for encouragement. He assured us that everything would fall into place in time and to be patient.

Of the many new terms we became familiar with, mastery was most unique as it was used in this program. We were expected to decide the grade we would be satisfied with or work for, throughout the year. If the grade was not achieved after testing, the instructor would suggest prescriptive activities by which the student could meet his level of success. Subsequent to receiving the results of our first post test, we chose our mastery. In this way we were better able to judge our own degree of competency. This was our individual goal for the year - to maintain this level of mastery for the objectives of each section of our Learning Activity Package.

A great deal of the work involved in our L.A.P. was directed to the individual, therefore, much of our time was spent working independently. This at times, produced feelings of isolation - not knowing just where we stood in regards to the other student's progress. It called for infrequent get-togethers in which we were able to lend support to one another. It served as a reminder that we were not alone - others were experiencing the same

problems and also felt the need to communicate. We should add at this point, that the instructor was readily available for consultation and most helpful in clarifying and guiding our progress. The interactions we have mentioned were most evident in the periods prior to testing. There was the recurring doubt - "Do I understand the objectives well enough to maintain my mastery?" and there was also the frustrating sense of time running out.

Once the testing was finished, it was satisfying for us, to receive our results within a few days. If we had not attained mastery we were able to begin work on our prescriptions without delay because the material was still very clear in our minds. On one occasion, feedback was delayed over a week due to a school break. On returning to school, we found that interest in the test results had diminished considerably. We feel this was due to the time lapse involved and now fully understand the importance of immediate feedback as a motivating factor to the student. In regards to the prescriptions, they are prescribed study of the content material, in which the student does not display a mastery. Once he completes the prescribed activities, an interview is then set up on a one-to-one basis with the instructor for further evaluation. If he does not fulfill the requirements necessary for his

mastery, he is prescribed more activities to help him. If he does he goes on with the next section of the L.A.P.

The program is ended and we have been given an opportunity to reflect on it in its entirety. We can say now, that it was all worth it. All aspects have interwoven themselves and we are left with a great feeling of satisfaction, both in seeing it all come together as a whole and having been an active participant in it. The experiences and knowledge we have gained will not be left behind. For the first time we have been truly responsible for our own learning and we have seen the effectiveness of this. It is up to us now to introduce it into our methods of teaching and further its utilization in the school system because that is where the responsibility begins.

REMARKS OF STUDENTS FROM STUDENT EVALUATION REPORTS OF THE 1974-75 LEARNING PACKAGE APPROACH TO ALTERNATIVES TO THE TRADITIONAL GRADED SCHOOL

(Course No. 330)

Initially my reaction was one of shock and apprehension; normal I believe for one orientated and educated in a traditional system. However, adaptation and adjustment proved worthy - I personally feel more self-confident and knowledgeable as far as the course content is concerned and I feel similarly confident in the face of interview situation.

I enjoyed this course very much. At first I thought it was going to be a very difficult course but with the help of multi-media material I soon overcame this feeling. I think it helped me a great deal when I came to being interviewed for teaching positions as all the emphasis was placed on individualized instruction.

In the beginning the course took up a lot of time but as I began to understand some of the basic concepts it seemed to get a little easier and as a result not as much time was needed to master the activities. I found that I have learned a lot from this course.

I feel this course has given me an opportunity to discover things for myself. I found it very rewarding concerning education as a whole.

Too much emphasis placed on multi-media presentations. More than their usefulness warranted. Not terribly efficient means of obtaining the necessary information. Objectives tended to get confused. Interviews excellent!

I feel that this course makes sure that everyone will achieve its objectives over a long period of time through repetition of material on various multi-media materials. The interview made sure that one could give the material orally and helped prepare one for

future interviews. The course as a whole was very good.

I enjoyed your course. It involved much hard work and much time but was rewarding as well as interesting.

In order to fully grasp the amount of material required to know in such a course as this, a self-pacing approach is excellent. Writing a pre-test gives us an idea of what is to come. Using multi-media equipment makes this type of course much more interesting over the lecture type.

It required much time and self-discipline. Regarding the efficacy of the course, it was very applicable to my practice teaching and I would highly recommend the education degree here for anyone interested in the field.

This course was something new to me. At first it seemed difficult but as time progressed I found it to be a most enjoyable experience. The idea of working individually, and the knowledge that I have accomplished the objectives of the course has been a great feeling. I highly recommend the course.

I found this course to be one which fulfilled the requirements of an individualized program, that of self-pacing, self-direction and independence. The informality of atmosphere was of particular importance to me, especially regarding class attendance (left to the student's discretion).

I feel that I have learned much more from the learning package approach than I would have from a lecture approach. I also feel that this approach is more enjoyable.

The course left you on your own to do the work

you knew you were responsible for. But as such, it demanded more time that you thought might be needed on other subjects. But what we did do, I think was known by all. There was a lot of repetition, however, which did become boring.

Not enough explanation of L.A.P. (as specific enough to be able to do one right away). A bit of a heavy course in comparison with the others but all in all gained a feeling of self improvement and knowledge. Makes one feel they can face the teaching field on your own two feet and not be dependent on others.

I feel this course was very useful in learning just how children react and how they learn the best. I feel this course was the most beneficial course I have taken this year.

The materials used in the activities were a reasonably effective means of reaching the objectives. I feel I was learning but I resented the repetition involved in many of the questions. I felt that the time spent writing out answers could have been put to more profitable use. The only suggestion I would raise would be that in future years the terminology to be used in the course be introduced with explanations. My initial reaction was one of fear because I didn't understand what was implied by "Contracts" and "LAPS" and what I was going to be doing. To the beginner this is rather frightening - and unnecessarily so!

My reaction to this course was fairly good. I learnt a lot from the course and it will definitely make me a better teacher. One fault, though, is that there was too much work and not enough time to plan for internship.

At first (September) I didn't have a clue what was going on but as the year went on and I became familiar with this course (atmosphere, attitude) it became a course in which I really felt I was learning something.

At first, I had difficulty accepting the precepts of the course in the philosophy of individualization because it conflicted with my classroom experience in the "traditional" role of the teacher, which I found good. However, as the year progressed, I found the ideas from this course making gradually more sense. It might be improved if students could actually visit a continuous progress or openspace school.

The course caused many hardships and long hours of study but left me with a sense of accomplishment when it was completed. I can say now that I am well versed in the new types of education and can carry these innovations into my classroom next. It has made everyone here hopefully progressive and this makes the course most valuable.

This course has been an enlightening one and I found it very helpful. I believe that school children once used to it would find it much more interesting than just listening to a teacher.

In this course I feel I learned the most, of any of my courses. I can honestly say I know most of my materials in it. It has been much more interesting and less stressful than a traditional course.

My reaction in the beginning was one of puzzlement, but as the year wore on one became used to this approach. It was different and therefore interesting. I felt it was an experience worth having.

Although the work load was heavy, I benefited greatly by the course as a whole. I would hope that courses such as these, would continue in the future program.

Regarding LAPs I was very confused in October and November as to how you were to set one up on paper. I think it would have helped if we were given at least five or six LAPs to look at in the beginning. This would

have aided me personally. I find if you see the finished product and then begin at the beginning that it helps immensely.

It was a very good approach since there was no time during the course when you were compelled to complete a required amount of work in a short period of time. Everyone knew what they were supposed to do and what they were supposed to know. Also everyone knew how they were to be evaluated. The variety of media added to the course. The attitude of the instructor towards the students was very good.

The course was a great deal of work. What I did not like about it was the unavailability on weekends to use materials in Xavier 21. There was not enough individualization.

This course in General Methods was perhaps the best course I have taken this year; you became responsible for your own learning, in a very interesting way. The only drawback, would be that a person ends up spending most of his time on the activities for General Methods and it takes time from studying his other subjects. In this way I would say marks in the other courses could be affected.

There seemed to be too much repetition and I think there should have been an alternative to the orals offered, because in my case at least, I don't think it was representative of what I knew.

Coming from four years of Arts and beginning this program was quite a change. Greater demands were made on us and the work load increased tremendously. This course helped to put some order in my study habits and it was different to be working on your own. All in all the course was good, but a little too much work.

Having completed this course I realize I have acquired a much stronger basis of knowledge about continuous progress than I would have from straight lecture.

The approach I find is relaxing in that there is not always the continuous pressure, i.e., we were able to pace ourselves and therefore were comfortable in carrying out activities. It was, however, very time consuming.

I found that as a result of the approach in this course, I learned a tremendous amount. It appeared to me that there was a genuine concern and interest taken in the performance of every student which you do not always witness in every course.

I feel that this approach certainly has advantages above the traditional method. For instance you are evaluated in more than one way; which I feel is important. You are exposed to several teaching methods. It calls for more self-discipline and responsibility on the part of the student. Although it is quite different and new at first I don't think you can really compare the results with a traditional method. This approach is way ahead.

I found the course very effective and valuable but if there was a little less work involved I think it could be more beneficial as it could be done under less pressure.

This course was good because I learned something. But because there was so much class time wasted in other areas I found that our time could have been made more available for valuable material such as this. In all the course loads, even this one, each professor should consider the amount of time available to the student in comparison with the work load from all the courses as well as internship which should receive more emphasis.

When the course first began in September, I was somewhat confused as to just what it was about or as to what would be involved in it. An explanation, in the beginning as to purpose, etc., would have been appreciated. the objectives became more clear as time went on. It was indeed a beneficial and excellent course.

When the course first began in September, I was somewhat confused as to just what it was about or as to what would be involved in it. An explanation, in the beginning as to purpose, etc. would have been appreciated. The objectives became more clear as time went on. It was indeed a beneficial and excellent course.

During the first half of the year, the desire to "pack it in" sometimes surpassed the desire to stay. As the year wore on, I became more confident in interviews and with the type of contracts and learning objectives I could do and write up for the students I was teaching.

My reactions towards this course tend to be generally favourable. The instruction was good, the teacher interesting and the course itself was relative to all the education program. It gave me a look into the educational system as a whole, rather than letting me have a narrow outlook on the field of education.

This was a good course. I like the approach. However, it involves a very large percentage of time, in comparison to the concepts covered and credits received. If total class time had been divided more equally so that there had been sufficient time devoted to covering Social Studies and Language Arts we would have been much better prepared in these two areas. These are very important areas that should have been dealt with.

My reaction was a fairly good one. I found the course difficult to understand at first but it got better. I believe it is almost too fast a course - too much ground to cover but worthwhile.

I was quite satisfied with the course, especially in that we were given the responsibility for doing most of the work by ourselves. I feel that I personally learned more by this approach and the work became much more interesting. At times there seemed to be almost too much work but I feel that if I was better organized this problem would not result.

I felt that I had accomplished something. In the traditional approach you only feel that you have accomplished something if you pass.

Most helpful course in the curriculum of the education department. I feel it should be used again in future years.

I felt the beginning of the year the course seemed heavy, but as the year went on the amount of work tapered off nicely. I found the interview approach very good as a means of evaluation. Also I enjoyed making up learning activity packages.

I think that this course was very good but the work involved was too much along with the other courses. I spent almost every free minute working on the activities and this left little or no time to do a fair amount of work in the other courses. I found the material very interesting but there just weren't enough hours in a day to do the work as I would have like to do it and at the same time do justice to my other courses.

This course was very time consuming and at times it seemed the work was almost endless. However, when one gradually completed assignments after assignment, there was a great feeling of accomplishment, not only in having completed the assigned work but especially in the increased understanding and knowledge gained.

In general this course is in my opinion the best and most interesting. Very well organized. The objectives are stated very clearly. However, I feel that more time should be given to the students to plan and organize L.A.P.s on any subject because they are very helpful. Overall view of the course is that I am pleased.

As a first exposure to this type of format, it took me sometime to catch on to the flow of things. However, once I grasped the general feeling of it, I enjoyed the procedure - it certainly is a most notable form of covering concepts.

My reaction to this course is one of ambivalence. I think if the work load was somewhat lightened I would have enjoyed it a great deal more. The audio-visual aids used in demonstrating a concept were time consuming; I found it much easier to extrapolate the same principles and ideas from prescribed readings. In the main, however, the course did confirm some of my prejudices.

This is my first experience with this type of program and there are probably some faults which I don't see. Otherwise, it beats the traditional system by a few thousand miles. I hope it will continue to be used in the future.

It did require consistent effort to keep up with the pace. However, I feel this type of program for potential teachers is an excellent determinant of one's ability as a teacher. I feel that the required assignments would be completed only by those who are sincerely seeking to become professional people, with an aim to assist future generations.

I feel that this course has given me the opportunity of applying theory to practical task situations as well as presenting education as a meaningful experience for me. I have truly enjoyed the course.

The reaction was a good one as far as transfer of knowledge and the formulation of my opinions, which came late in the year. I found that the work time was a bit much but the results appear worth it. The interview was a good idea.

My general reaction at first to this course was one of deep fear, however, as the year progressed I found myself more relaxed and getting used to the new method. I sincerely liked the course. However, in regard to work load and grading, why is music and art which is a half year course worth more credits toward my B.Ed. degree under M.P.P? I believe the whole B.Ed. program should be run the under the same principles as M.P.P.

This course made me realize the importance of the need for individualization because all students aren't the same. It applied well in the classroom. There was a lot of work but it wasn't really hard or difficult to do. It was more like busy work, you had to keep at it all the time. If not, it could drag you down. Maybe a few more lectures would have helped in this course.

I find that some of the activities in the L.A.P. were repetitious and consequently could have been eliminated. In general this course was very very good -- in my opinion it is the best course of our entire Education year. The instructor was highly organized and efficient in getting his points across. I find that the course was so beneficial it even helped as background when taking job interviews. I found the activities were very helpful although it involved much work. My general reaction to this course was that it was very good.

This course did deal with theories but it required me to understand, to think, to rationalize everything. Memorization was not necessary. The course was interesting, the materials were helpful but a bit repetitious. The instructor helped a great deal because inter-personal contact is important. This course was the only one I fully enjoyed and recommend it highly over others we were subjected to this year.

STUDENT EVALUATION OF THE 1973-74 LEARNING PACKAGE APPROACH ON ALTERNATIVES TO THE TRADITIONAL GRADED SCHOOL*

(Course No. 330)

In order to help your instructor to gain feedback regarding the quality of this course, your co-operation in completing the following questionnaire is requested. Do not append your name to this document.

Use check marks to record your responses to these items.

1. Are the objectives of the course stated clearly?

A	B	C	D	E
Clear				Unclear
(51)	(12)	(3)	(1)	(0)

2. Was the pre-test helpful in determining your prior knowledge of the objectives?

A	B	C	C	E
Very Helpful				Not Helpful at all
(39)	(19)	(6)	(2)	(1)

3. Was the method of evaluating your achievement on this course fair?

A	B	C	D	E
Fair				Unfair
(48)	(11)	(7)	(0)	(1)

* Total Number of Papers - 67

4. How would you rate the contribution of the multi-media materials specified in the learning activities toward facilitating the achievement of the objectives of the course?

A	B	C	D	E
Excellent				Poor
(21)	(31)	(12)	(2)	(1)

5. In comparison with traditionally organized education courses, I think the amount of work required by this course is:

(a) Much Greater (35)

(b) Greater (29)

(c) About the same (3)

(d) Less (0)

(e) Much Less (0)

6. In comparison with Traditional organized education courses, the degree of self discipline required to do the work of this course was

(a) Much Greater (29)

(b) Greater (29)

(c) Almost the same (7)

(d) Less (1)

(e) Much Less (1)

7. In comparison with traditionally organized education courses, the degree of mastery of the assignments in this course was

(a) Much Greater (24)

(b) Greater (31)

(c) Almost the same (12)

(d) Less (0)

(e) Much Less (0)

8. In comparison with traditionally organized education courses, the feeling of achievement generated by this course was

(a)	Much Greater	(29)
(b)	Greater	(27)
(c)	Almost the same	(9)
(d)	Less	(2)
(e)	Much Less	(0)

9. In comparison with traditionally organized education courses, my enjoyment of this course was

(a)	Much Greater	(13)
(b)	Greater	(31)
(c)	Almost the same	(17)
(d)	Less	(5)
(e)	Much Less	(1)

10. In comparison with traditionally organized education courses, the likelihood of cheating was

(a)	Much Greater	(6)
(b)	Greater	(8)
(c)	Almost the same	(24)
(d)	Less	(21)
(e)	Much Less	(8)

11. In comparison with traditional organized education courses, my understanding of the basic concepts and principles of this course was

(a)	Much Greater	(31)
(b)	Greater	(31)
(c)	Almost the same	(4)
(d)	Less	(1)
(e)	Much Less	(0)

12. In comparison with traditionally organized education courses, my tendency to memorize details in this course was

(a)	Much Greater	(5)
(b)	Greater	(6)
(c)	Almost the same	(22)
(d)	Less	(22)
(e)	Much Less	(12)

13. In comparison with traditionally organized education courses, the influence of the instructor on me in this course was

(a)	Much Greater	(14)
(b)	Greater	(29)
(c)	Almost the same	(10)
(d)	Less	(9)
(e)	Much Less	(5)

14. In comparison with traditionally organized education courses, recognition of me as an individual was

(a)	Much Greater	(21)
(b)	Greater	(32)
(c)	Almost the same	(13)
(d)	Less	(0)
(e)	Much Less	(1)

15. As the term went on, I found my study habits in the course were

(a)	Greatly improved	(13)
(b)	Improved	(34)
(c)	Unaffected	(19)
(d)	Harmed	(1)
(e)	Greatly harmed	(0)

16. As the term went on, confidence in my ability to master the learning activities

(a)	Increased greatly	(16)
(b)	Increased	(43)
(c)	Was unchanged	(8)
(d)	Decreased	(0)
(e)	Decreased greatly	(0)

17. As time went on, my worry about my final standing in the course

(a) Increased Greatly (3)

(b) Increased (4)

(c) Remained the same (21)

(d) Became less (26)

(e) Became much less (13)

18. Of my total study time per week, approximately what percentage of this time did you devote to this course?

(a) 0-15% (3)

(b) 15-30% (11)

(c) 30-45% (29)

(d) 45-60% (14)

(e) More than 60% (10)

19. What was the most interesting aspect of this course?

(a) Use of multi-media materials (22)

(b) Lecture-demonstrations (6)

(c) Interaction with instructor (15)

(d) Completion of learning activities requiring the application of knowledge to a specific task or situation (24)

20. Would you recommend the approach used in this course to prospective education candidates?

(a)	Definitely not	(0)
(b)	Maybe	(7)
(c)	Probably	(5)
(d)	Yes	(22)
(e)	Highly recommend	(33)
(f)	No opinion	(0)

21. Considering all of the above qualities which are applicable, how would you rate this course?

A	B	C	D	E
Excellent (20)	(40)	(7)	(0)	Very Bad (0)

ST. FRANCIS XAVIER UNIVERSITY

STUDENT EVALUATION FORM

Prof. Dr. F. Kuzsman
Dept. Education No. 330 Date: 1972

Evaluation of Instructor

Please carefully evaluate the effectiveness of the teacher of this course. Place an "X" in ONE of the blanks under each of the major categories. Comments may be extended to the other side of the sheet. No student names are required on these forms.

KNOWLEDGE OF SUBJECT MATTER

37	1)	Exceedingly well-informed
18	2)	Well-informed
	3)	Adequately well-informed
	4)	Not very well-informed
	5)	Very poorly informed

ATTITUDE TOWARD SUBJECT

44	1)	Enthusiastic, stimulates interest
7	2)	Enjoys teaching subject
1	3)	Rather interesting
	4)	Only routine interest
	5)	Uninterested (seems to be in a rut)

ABILITY TO COMMUNICATE

42	1)	Always clear, develops concepts fully
8	2)	Usually clear in developing concepts
3	3)	Sometimes clear
	4)	Explanations often inadequate
	5)	Fails to communicate

SPEAKING ABILITY

45	1)	Excellent speaker
5	2)	Totally free from annoying mannerisms
3	3)	Moderately free from annoying mannerisms
1	4)	Monotonous voice, boring
	5)	Poor speaker, irritating

ATTITUDE TOWARD STUDENTS

43	1)	Sympathetic, helpful, concerned
6	2)	Usually sympathetic and helpful
3	3)	Often impersonal
	4)	Arrogant, superior
	5)	Distant, aloof ("Just a job")

COMPARED TO ALL COLLEGE INSTRUCTORS YOU HAVE HAD, HOW WOULD YOU RATE THIS INSTRUCTOR AS A TEACHER?

35	1)	Outstanding
11	2)	Good
3	3)	Better than average
3	4)	Average
	5)	Below average
	6)	Poor

Evaluation of Course - Please evaluate this particular section of the course.

ORGANIZATION OF DAILY CLASS MEETINGS

18	1)	Well organized in meaningful sequence
29	2)	Usually organized
2	3)	Organization not too apparent
1	4)	Little or no organization
3	5)	Frequently sidetracked

ORGANIZATION OF THE COURSE

21	1)	Well organized
11	2)	Above average organization
19	3)	Average organization
2	4)	Below average
1	5)	Badly organized

FREQUENCY OF TESTS OR CRITIQUES

51	1)	Right number
3	2)	Too infrequent
	3)	Too frequent

CONTENT OF TESTS

1	1)	Purely recall
14	2)	Mostly recall
32	3)	Recall and creative
3	4)	Mostly creative
1	5)	Purely creative

OR CONTENT OF CRITIQUES

10	1)	Exceptionally helpful
8	2)	Very helpful
9	3)	Helpful
5	4)	Not too helpful
1	5)	No help at all

OPPORTUNITY FOR QUESTIONS AND DISCUSSIONS

49	1)	Stimulates discussions and encourages questions
5	2)	Tolerates questions and discussions
	3)	Teacher dominates "discussions" (indoctrinates)
	4)	Unwilling to answer student's questions or have discussions except on rare occasions
	5)	Never offers the opportunity for discussions or questions

ASSIGNMENTS - TESTBOOKS AND OTHER REQUIRED READINGS (if applicable)

35	1)	Reasonable and relevant to the course
1	2)	Relevant but too long
10	3)	Satisfactory
1	4)	Unclear
1	5)	Unclear and unreasonable

STUDENTS' REACTION TO COURSE CONTENT

41	1)	Encourages students' reaction to content of course and methods of instruction
10	2)	Willing to incorporate and try students' ideas
2	3)	Does not attempt to get students' reactions to course
	4)	Unwilling to use students' ideas in course

GRADING

41	1)	Fair and objective
10	2)	Usually fair and objective
2	3)	Unfair and not objective

CONTENT OF COURSE

47	1)	Added significantly to one's knowledge and experience
5	2)	Added slightly to one's knowledge and experience
	3)	Did not add to previous course work

On the next few lines please indicate whether there actually was consistency between the announced objectives of the course and what was actually taught.

There was a general agreement that there was a consistency between the announced objectives of the course and what was actually taught.

If you care to make any comments about the instructor or the course which the questionnaire did not provide you with, please feel free to use the following space. Please print.

Some of the following were general agreement:

1) Excellent professor - had respect of all the students; very well liked.
2) Very fair and concerned about students' feelings and ideas.
3) Very good lecturer.
4) The length of the class (90 mins.) was too long.

ST. F. X. COURSE EVALUATION

Department No. 8 - Course No. 330, Section 1
Dr. F. Kuzsman

ALTERNATIVES TO THE TRADITIONAL GRADED SCHOOL

Total Replies: 59

Attendance %	75-100%:58 98.3	50-74%:0 0	25-49%:0 0	0-24%:0 0	0 0	No Reply:1 1.7	
Christmas Grade	0-50%:1 1.7	50-70%:9 15.3	70-100%:27 45.8	0 0	0 0	No Reply:22 37.3	
Course Instruction	Str Agree:40 67.8	Agree:14 23.7	Neither:5 8.5	Disagree:0 0	Str Dis:0 0	No Reply:0 0	
Stim. Further Study	No Inclin:2 3.4	Good:42 71.2	Average:13 22.0	Poor:2 3.4	0 0	No Reply:0 0	
Prior Knldg Assumed	Overrate:7 11.9	Underrate:1 1.7	Right Lev:50 84.7	0 0	0 0	No Reply:1 1.7	
Feel Free to Ask Quest	Too Large:3 5.1	Str Agree:27 48.2	Agree:15 26.8	Neither:5 8.9	Disagree:8 14.3	Str Dis:1 1.8	Other:0 0
Instr Ans to Quest	Very Good:36 61.0	Satisfac:22 37.3	Poor:1 1.7	0 0	0 0	No Reply:0 0	
Instr Helpful Out of Class	Not Conslt:3 5.1	Yes:55 93.2	No:1 1.7	0 0	0 0	No Reply:0 0	
Lectures Interesting	Not Applic:4 6.8	Str Agree:31 56.4	Agree:21 38.2	Neither:2 3.6	Disagree:1 1.8	Str Dis:0 0	Other:0 0
Work Load	Too Heavy:28 47.5	Reasonable:30 50.8	Too Light:1 1.7	0 0	0 0	No Reply:0 0	

St. F. X. Course Evaluation - continued
Total Replies: 59

Assignments	Elementary:0 0	Advanced:2 3.4	Satisfac:57 96.6	0 0	0 0	No Reply:0 0
Assessment	Fair:55 93.2	Not Fair:2 3.4	0 0	0 0	0 0	No Reply:2 3.4
Overall Course	Very Good:28 47.5	Good:26 44.1	Average:5 8.5	Poor:0 0	Very Poor:0 0	No Reply:0 0
Overall Instructor	Very Good:40 67.8	Good:15 25.4	Average:4 6.8	Poor:0 0	Very Poor:0 0	No Reply:0 0

July, 1974

ST. F. X. COURSE EVALUATION

Department No. 8 - Course No. 330, Section 1
Dr. F. Kuzsman

ALTERNATIVES TO THE TRADITIONAL GRADED SCHOOL

Total Replies: 18

Attendance %	75-100%:18 100	50-74%-0 0	25-49%:0 0	0-24%:0 0	0 0	No Reply:0 0	
Christmas Grade	0-50%:0 0	50-70%:1 5.6	70-100%:10 55.6	0 0	0 0	No Reply:7 38.9	
Course Instruction	Str Agree:11 61.1	Agree:6 33.3	Neither:1 5.6	Disagree:0 0	Str Dis:0 0	No Reply:0 0	
Stim Further Study	No Inclin:1 5.6	Good:13 75.2	Average:4	Poor:0 0	0 0	No Reply:0 0	
Prior Knldg Assumed	Overrate:3 16.7	Underrate:1 5.6	Right Lev:14 77.8	0 0	0 0	No Reply:0 0	
Feel Free to Ask Quest	Too Large:1 5.6	Str Agree:7 41.2	Agree:6 35.3	Neither:2 11.8	Disagree:2 11.8	Str Dis:0 0	Other:0 0
Instr Ans to Quest	Very Good:12 66.7	Satisfact:5 27.8	Poor:1 5.6	0 0	0 0	No Reply:0 0	
Instr Helpful Out of Class	Not Conslt:0 0	Yes:18 100	No:0 0	0 0	0 0	No Reply:0 0	
Lectures Interesting	Not Applic:2 11.1	Str Agree:10 62.5	Agree:6 37.5	Neither:0 0	Disagree:0 0	Str Dis:0 0	Other:0 0

St. F. X. Course Evaluation - continued

Total Replies: 18

Work Load	Too Heavy:9 50.0	Reasonable:9 50.0	Too Light:0 0	0 0	0 0	No Reply:0 0
Assignments	Elementary:1 5.6	Advanced:0 0	Satisfac:17 94.4	0 0	0 0	No Reply:0 0
Assessment	Fair:18 100.0	Not Fair:0 0	0 0	0 0	0 0	No Reply:0 0
Overall Course	Very Good:12 66.7	Good:5 27.8	Average:1 5.6	Poor:0 0	Very Poor:0 0	No Reply:0 0
Overall Instructor	Very Good:14 77.8	Good:3 16.7	Average:1 5.6	Poor:0 0	Very Poor:0 0	No Reply:0 0

July, 1974

CONCLUSION

Recognizing the need for improving both teacher education and teacher performance brought about attempts to reform. These took on many faces, of late surfacing in teacher education under the title Competency Based Teacher or Performance Based Teacher Education. As early as 1953 in B. F. Skinner's book, Science and Human Behavior, the conceptual foundations of what would blossom forth as C/P B.T.E. can be found in the research of behavioral psychology - for those who are interested in looking.**

> Literally hundreds of articles, position papers, monographs and other publications dealing specifically with C.B.T.E. appear monthly.[1]

This literal blizzard of papers began in the late 1960s and early 1970s so one can imagine the magnitude of available articles on this topic. My research in comparison to these numbers could be considered quite confined.

Even with all these articles being written the real catalyst responsible for getting C.B.T.E. on its feet was the exacting and signing of the Stull Bill on July 20, 1971 by the Governor of the State of California. The State of New York followed in 1975. This new law stipulated that local districts must set up their own teacher

evaluation systems. Following this W. James Popham designed a series of suggestions for establishing Teacher Assessment Procedures.

Competency-Based Teacher Education describes a teacher training program in which there are specific competencies to be acquired with corresponding explicit criteria for assessing these competencies.

> In the competency-based teacher education program the developer attempts to isolate the specific abilities that appear requisite to effective teaching, then designs instructional packets, described as learning modules to elicit these specific abilities as terminal behaviors. According to Robert Houston et al. (1971), learning modules include a rationale, a specific objective or set of objectives, a pre-assessment of the learner's abilities to complete the objective(s), activities designed to help the learner meet the objective(s) and, finally, a post-assessment of the learner's competency relative to the objective(s). At one important step within the module, pre-assessment, if the learner is able to demonstrate the competencies listed, he is permitted to bypass the learning module. Thus the emphasis is focused on a demonstrated competency and not upon a timed exposure to a learning setting.[2]

Some State Bureaus of Certification are serious about utilizing competencies for teacher certification. Public school administrators will use this same vehicle for a partial solution to the dilemma of accountability and as one of the bases for compensation. Educators may

yet see the implementation of salary schedules that reflect an emphasis on the competencies at the entry stage into the profession, followed by a pre-professional or intern stage, and finally, at a professional or master level of competency, each of these levels to be determined by a set of clearly defined and demonstrable terminal behaviors.

Implementing such a program is not without the insecurities that typically appear whenever the status quo is threatened; but since this rationale is based upon a systems theory of management and the systems theorists hold that the elements of an organization are interdependent, it is conjecturally possible first to identify a major problem, and second, to locate and redesign the interlocking elements to arrive at a solution more efficiently and effectively.

The constraints would sum to 1) re-tooling during a time of economic stringency; 2) having the program recognized as a credit earning program; 3) faculty load initially to identify essential competencies and designing modules in connection with these competencies.

ADVANTAGES

1. Competencies required are written as behavioral objectives. Material not considered essential is either optional or dropped from the sequence; thus material

is relegated only when reinforcement seems desirable or necessary, and gaps in important competencies have been minimized.

2. Within certain limits, students can work on a variety of areas of the program at any time.
3. The students' work is self-paced; he need not keep up with the faster students nor wait for the slower.
4. Once the required work is completed, the student can individualize in terms of self-chosen content for the remainder of the program.
5. Since instructional objectives are used, the student knows specifically what competencies he must demonstrate.
6. The use of media and technology constitute a basic part of the program; their utilization is both required and essential. The new information-retrieval system supplemented by a check-out system of cassette-video tapes and closed-circuit T.V. provides multi-sensory approaches to much of the material.
7. Instead of the typical limitations imposed by the requirements on one or two texts, special library facilities include selected materials from a greater variety of texts and mimeographed articles.
8. Testing facilities allow students to take tests on any instructional package (whose evaluation is a test)

whenever the student is ready.

9. Students have the opportunity to work with instructors on a one-to-one basis. Instructors are available with expertise in each context area.
10. Non-required classes for crucial objectives are scheduled so that students can receive help on one area on which he is working in a classroom atmosphere.
11. Grades are not given once the student satisfactorily demonstrates a competence, he receives credit for that package.[3]

DIFFICULTIES

One of the most fundamental criticisms which may be made of the program is that it is difficult to specify certain competencies unique to the teacher's role. Much of what a teacher does defies easy categorization. Of course ignoring many of these problems is common to most traditional teacher pre-service education programs also. Moving to C.B.T.E. simply lights up the problem more vividly.

There is a temptation to specify only those competencies that can be easily identified and measured.

It is essential that appropriate tools be used to determine the level of competency exhibited. An obvious example of an inappropriate tool is that of paper and pencil

tests being used to evaluate competencies which can only be inferred by such objective measurements. For instance teachers need to exhibit skill in planning, analyzing, interpreting, and evaluating classroom situations or student behaviors.

Another difficulty encountered is that of identifying the level of mastery for a particular skill. Many teacher performances are not precise and agreement on certain criteria levels is difficult to obtain.

Students also experience difficulty adjusting to criterion-reference evaluation procedures after spending so many years with norm-referenced system. With norm-referenced evaluation, many students learned that they could perform at a relatively low level of competency.

Given sufficient time and clear perception of what competency implies, most students are able to adjust, they may exhibit a high level of discontentment and anxiety as it takes them two or three attempts to demonstrate a competency.

The step-by-step progression through discrete units in the instructional packages may leave some students with a fragmentary view of the content, skills, and abilities without a total overview.

In virtually all other university programs,

students can build gradually in preparation for a test or paper, "peak" as the deadline approaches, and then relax (at least briefly). The C.B.T.E. programs students must adjust, to a self-imposed pressure from the moment they begin work on semester hours in sequence until their completion.

Any teaching staff comtemplating a move from "traditional" teacher education program to C.B.T.E. needs to be alerted to certain administrative tasks that will invariably accompany such a changeover.

Each year the sequence guides (activity packages) need to be edited and printed. The replacement of old and obsolete packages with new, more pertinent materials is an extremely significant factor if such a program is to be successful.

The supervision of students in micro-teaching stations and practice sessions has become a major responsibility. While the maintenance of such reference materials as books, monographs, type-scripts, and articles in the library requires constant and concerted effort.[4]

All in all Competence Based Teacher Education, through the use of L.A.P.s should not be viewed as a panacea but as an alternative to a traditional course based program, and with this in mind it certainly demands examination.

F O O T N O T E S

** Cf. B. F. Skinner, Science and Human Behavior (New York: The MacMillan Co., 1970)

1. Robert Andreyba and Bill Blake, "A Checklist for the Evaluation of C.B.T. Education Programs," Educational Technology, Jan. 1976, p. 34.

2. F. Douglas Bowles, "Competency-Based Teacher Education, The Houston," Educational Leadership, March, 1973, p. 511.

3. Walter D. Pierce, "Trauma and Euphoria - Changing to C.G.T.E." The Clearing House, March, 1976, p. 321.

4. Ibid., pp. 321-322.

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